

Childhood Education

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**Children Differ
So Should Programs**

December 1952

JOURNAL OF

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**For Those
Concerned With
Children 2-12**

**To Stimulate Thinking
Rather Than
Advocate Fixed Practice**

**1952-53: The Challenge
of Today's Children**

Next Month—

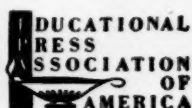
"How Do We Face Problems?" is the topic for the January issue.

In the editorial Edna Dean Baker discusses the fact that problems need not be fears.

A look at titles of articles promises thoughtful reading: "Unreasonable Expectations," Boyd McCandless; "Guarding Against Defeatism," Virginia Mason; "How Do We Help Children Face Problems—Are We Afraid of Permissiveness?—Are We Overprotecting Children?" Mary Jane Loomis and Lillian Mould.

The second section in the January issue is "Helping Children to Listen and Talk" by Margaret B. Parke and "Creative Dramatics for the 9, 10, and 11 Year Olds" by Myrtle Craddock.

News and reviews bring information on happenings and materials.



REPRINTS — Orders for reprints (no less than 50) from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month.

Childhood Education

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Courtesy, Public Schools, Cleveland, Ohio

**Our eyes and ears and hearts
tell us that children differ.**

Children Differ--So Should Programs

OUR EYES AND EARS AND HEARTS TELL US THAT CHILDREN DIFFER. WE see and hear and feel the tall, the short, the black, the white, the brown, the slow, the aggressive, the retiring, the talkative, the silent—all our children—learning, changing, each at his own rate and in his own way.

Because of these differences, schools and individual teachers must plan and purpose for individuals and for groups of children. There is need for a program to provide security and direction for individual teachers and school staffs.

For years educators have been diligently searching for ways to establish school programs which would contribute the most to the learning and development of the young. We have had grade grouping, textbooks, courses of study, projects, testing programs, cumulative records, and numerous other practices on which we have relied for our security in program planning.

But research evidence has given us insight into how individuals grow and learn. It has given us deeper understandings of the problems we face because we are human and live in this human world. Out of this accumulated evidence we have learned that we cannot find our security for program planning in fixed practices applied (1) to all children in any group, or (2) to all groups in any school, or (3) to all schools in any society.

From what common sources, then, can we draw as we seek to build school programs that take into account children's differences as well as their likenesses?

Knowledge and insight that give direction and purpose to our planning may be drawn from the learnings we have about (1) child growth and development, and (2) the society in which children live.

Greater than knowledge, though, is the use to which we put it. The most important thing, then, is that teachers, principals, and supervisors seek their own warm, sympathetic, human ways to plan programs that meet the differing needs of their own children. They will keep the way open for new interests and needs to emerge; new applications will be made.

We must create days of living for children which are good days, flexible and changing as children are flexible and adaptable. For children, though alike, are never the same. They are never static. This calls for high courage on our part. Thus courage is the third source from which we draw, if we are to plan programs which meet needs.

A PROGRAM COURAGEOUSLY PLANNED GIVES SECURITY AND DIRECTION to teaching. But it allows our stability to come from the basic values we hold for each of our children rather than from any specific practices for all.—F. PAULINE HILLIARD, *professor of education, University of Florida, Gainesville.*

Our Goals Are Constant

This article is for those who are concerned over lack of uniformity between programs within a school system or from one school system to another. Ethel Thompson, elementary supervisor, Arlington County, Virginia, points out the need for a varying program with continuity of goals.

THE STAFF IN A SCHOOL RECOGNIZES THE need for its pupils to learn ways of living which will help them adjust and contribute in that particular geographical area. At the same time statistics show that our population is highly mobile. Teachers have no guarantee that students of rural schools will become farmers, or that children born in an eastern metropolitan city will spend their lives in that area. The ultimate goal of education is the total development of the child to his potential so that he can be a well-adjusted, happy, active participant in whatever group circumstances place him. It is identical for all children in a democratic society.

To attain this goal, children must daily be given learning experiences which help them develop ability and success in living each day to its full. The public school as a social institution assumes responsibility for the task.

Reasons for Diversity

The kind of educational program planned depends on the people who have been appointed by the board of education (agents of the people) for that particular area. The educators must of necessity operate within the boundaries designated by their employers.

They operate on the basis of their knowledge of child growth and develop-

ment, their understanding of the psychology of learning, and their experiences and skill in the teaching-learning sphere. This professional skill is most potent in determining the variety and worth of the learning experiences to be provided. It is a well-recognized fact that the good teacher can produce a stimulating teaching-learning situation under most adverse conditions.

These facts indicate the reasons for diversified programs in the elementary schools; one of the strong points of the educational system in the United States. And yet transients and educators alike are impressed by the universal acceptance of certain emphases in teaching. National professional organizations with their publications and conferences contribute in no small measure to this sharing of experiences and thought.

One of the major principles accepted universally is the problem solving approach to learning. No two people have identical problems. Conditions may appear to be the same but their identification by many individuals sets up individual problems. This is a major justification for the problem solving method of teaching. Such an approach to the teaching-learning situation provides uniformity at the same time ensuring diversity of activities as widely variant as geographical areas, abilities of participants, and availability of learning experiences.

The same circumstances exist when planning the instructional program of an individual school. A community is composed of many smaller units—neighborhoods—of varying socio-economical levels, of varying racial and national heritages. The composition of these

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groups with the attendant living conditions—density of population, type of living quarters, values and standards recognized and accepted by the people—provide the circumstances and ingredients of the problems of the children learning in that neighborhood. Such physical properties as the type and condition of the school building, the equipment and supplies furnished by the school board, the quality and preparation of the personnel attracted to work in such an environment furnish the limitations in program building. Decentralization of school administration for curriculum planning seems to be the answer.

Each two, four, eight, or twenty room school constitutes a unit for program planning. The objectives, resources, and even the techniques are projected in terms of the school setting. The twenty or thirty children within a classroom constitute the unit for program planning within the framework provided for the entire school. Children differ—so should programs.

These are factors involved in determining the extent of diversity—what makes a program differ from school to school, from city to city, from one part of the country to another. These factors affect effectiveness in meeting individual needs. They present the reasons for a variety of school programs. And they should relieve concern of those who fear that lack of uniformity indicates chaotic thinking.

How Purposes Differ

A child learns as he distinguishes and relates experiences to bring satisfaction—or to help him attain his goals. A body of facts and skills equips him to function in this process but this alone cannot guarantee success. The application and use of knowledge is learned through practice. An adult can guide

or teach how to analyze a situation, extract elements, generalize, and resolve or determine direction. This is problem solving.

The experiences, the activities, the materials and equipment, the knowledge and skills used to solve the problem differ, but the basic learning is the same; the sequence in learning skills remains constant. The content and specific method varies with the setting but the ultimate goal is set by our democratic society and is as constant as our society.

It is relatively easy to recognize the need for differentiated programs in teaching a seven year old or an adult to read. During the second World War the first words which the illiterate soldier was taught to recognize were "explosive," "inflammable," "danger"; the immigrant learns to read bus and traffic signs; reading material for the seven year old centers around his family and home. The purposes for learning necessarily vary in each of these groups. Interests are determined by age and experiences. The problems to be solved by these two age groups through the application of this skill are dissimilar.

These same factors, inherent in other teaching-learning situations, are equally vital but less obvious. Children in different parts of the country have a variety of environmental conditions to understand and cope with. Some live in sections where typhus and inadequate diet are problems. The Alfred P. Sloan Foundation has given financial assistance in the preparation of a series of booklets on health and sanitation to use in the reading program in those areas.

The city child lives in a maze of transportation systems. He reads about those things with which he has to contend. Reading material of this kind sharpens and extends concepts which he has acquired through firsthand experience.

As the child matures and can recognize and appreciate the extension of social boundaries and the existence of other humans with peculiar problems, reading material on areas beyond his immediate environment is used. At this stage of learning other types of instructional materials need to be introduced in conjunction with the printed matter, such as films, pictures, and specimens.

The tenement dweller does not need a slide of an elevated train for clarity of concept. He sees dozens whizz past his window every day. But to the tenant farmer in the South this picture would open an undiscovered world. Firsthand and vicarious experiences must be used to build further concepts. This calls for variety of materials, selected in terms of their appropriateness to the purposes for which they are used if programs are to differ. But no matter what part of the country, the ultimate goal is the ability to read to acquire more information to more satisfactorily meet situations in the future. Content and materials will vary when programs differ.

Real Problem Solving

The children may live in tenement areas, apartments, and in privately owned homes. In a small town one school may draw its pupils from "the wrong side of the track." The homes of these children are vastly different. In the tenement district practice in counting may be gained by asking the children to count the number of persons in the home, the number of families on one floor, the number of children who play outside their window. Such activities would have little value when working with children who come from small families in privately owned homes. These children could gain greater practice by counting pieces of silverware on the table each night, the number of closets in their

homes, the number of magazines in the living room. Activities differ. Materials differ. The ultimate goal is constant—ability to count, see relationships between numbers, gain skill in recognizing and using quantity.

In one city some children are attending school in a building acquiring an addition. Another group in the same city is in one of the older more established sections of that city, removed from any construction projects. Considerable interest has been manifested by this latter group in a newspaper report of the mercy flight of an Air Force sergeant to his family stricken by illness and death. These settings represent two typical school situations, each of which leads itself to the exploration of a problem recommended by the Virginia state course of study, "The Effects of Inventions, Discoveries, and Machine Production Upon our Living."

The first group could utilize firsthand every concrete learning experience presented by watching workmen on the job. The specific problem being solved by the learner would be how machine production has changed building construction. Some field trips might extend learning applications in other types of construction.

In the second classroom the teacher and pupils must draw on vicarious experiences to enrich and expand the interest aroused by a news item, and arrange field trips to provide concrete learnings. Their work could be centered for the present on the contributions of inventions to transportation. Problems differ, materials differ, activities differ, program planning differs. But the over-all purpose remains constant—a knowledge and appreciation of the effects of inventions, discoveries, and machine production upon our living.

The period of time devoted to explor-

ing a problem is determined by the type of problem and the stage of mental development of the child. Rigid schedules do not foster profound learning. Freedom for individual teachers and for a building staff of teachers to cooperatively work out time allotment is essential.

In the area of oral language, the amount of time as well as the activity provided for practice should be determined by the peculiar problems of the learners. Children from the same community come from vastly different neighborhoods with vastly different language problems. One school may draw its pupils from an area of the town where immigrant families have congregated; mothers still understand and speak only their native language. Children from these homes need much practice in oral language. In another neighborhood or section of that same community the children listen and participate daily in stimulating conversation and discussion. A rigid fifteen minute period for oral language would be extremely restricting for teachers and pupils in these situations and would certainly not be geared to the needs of the learner. As time allotments differ to conform with needs, programs differ. *The goal remains constant—*

progress in the ability to clearly convey one's thoughts orally.

Only Programs Differ

To provide for greater effectiveness, learning experiences are organized and utilized in a problem solving setting. This necessitates differentiation since circumstances define the problem. The individual school requires freedom in program planning if these principles are sound—research and study would indicate that they are well grounded.

So one should expect to find children in the several schools in one district engaged in different activities. They should be using different materials of instruction; the allotments of time for particular learning experiences should vary; there should be different centers of interest, problems, or units in the classrooms.

There seems to be no uniformity in the procedures used for learning. This is as it should be, for learning is an individual process. But children can easily transfer from one of these schools, find their place and adjust in another for the ultimate goals are identical. The principles applied in setting up the learning experiences are the same. Only the programs differ.

A Christmas Carol

God bless the master of this house,
The mistress also,
And all the little children
That round the table go.

And all your kin and kinsmen
That dwell both far and near,
I wish you a merry Christmas
And a happy New Year!

—*Old English Carol*

OUR PROGRAMS ARE DIFFERENT

The program of every school should be adjusted to meet the needs of the community that it serves. Basic educational principles have changed little in the last generation; but the methods used to interpret these principles have been altered. In order to teach the whole child, we adapt the school program to the neighborhood in which the school is located.

North + South = Florida

By DOROTHY F. WEEKS

OH, NORTH IS NORTH, AND SOUTH IS South, and ever the twain shall meet—in Florida. Geographically, Florida may be called a southern state, but more than half of its population is made up from those states to the north.

First of all, the "weather is unusual." Because of Florida's ever-present sunshine, the average public school may well be called an "open air school." To relieve the crowded classrooms much work can actually be done out-of-doors. What a boon to firsthand science and nature study! Yes, dramatics, music, and art take on added interest outside of four walls. Even the skills and drills come to life when done in the sand. (I tried it once when teaching about Korea. The group had a very personal experience with privation and lack of equipment—and learned a lot, including the skills.)

Because of equitable climate and sunny days, Florida is one of the two fastest growing states in the Union. This in-migration has brought the tourist, the farmer, the fisherman, the merchant—all except the large manufacturer. With this growth in population comes increased enrollment in the schools.

In our local county (Volusia) the increase in enrollment during the past few

years has been seven percent per year. These children represent a complete cross section of our social strata, coming as they do all the way from trailer homes to yachts.

For the most part, our tourist population does not stay with us for the full school year. Neither do they all arrive nor leave on the same day. Rather, there is a continual turnover, an almost daily entry, transfer, or withdrawal. Since we appreciate the value of a rich background of experience, we welcome our tourist children with their wealth of information that they bring. How they help to motivate and stimulate our teaching! What opportunities they offer to teach social adjustments, realistic geographic concepts, human relationships!

To offset this great advantage of theirs, one looks a bit doubtfully at times at their world of "Fun and Pleasure." Can it be too stimulating—and possibly lack a true perspective of life with its responsibilities and realities?

The migratory seasonal workers' families present another unusual problem. Like the tourist, they are with us only a short time. Together, they constitute a thirty percent turnover.

This transient population hinders the effectiveness of a "Community School" program and presents a problem, though less obvious than some. Our short-season friends move on after only a few

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contacts with our schools, either socially or professionally. Our mutual needs can scarcely be recognized, or our mutual resources be fully utilized during their brief visit with us.

Needless to say, this constant change in enrollment gives both pupils and teachers many opportunities to "adapt" to new situations. Many times it would tax the wisdom of Solomon to pick up the threads of an activity already under way and carry on. Or, many times it would require the patience of Job to be moved on to some other "home" just when interest is the highest. Certainly, we Florida teachers *must* teach the *child*, and take that child *where we find him*.

Another of our unusual problems is the number of children in our schools from broken homes—Florida's divorce

law requires only ninety day's residence within the state. During a recent survey it was found that the number reached thirty-three and one-third percent of our enrollment. (These figures were taken in a resort city and would not necessarily hold true in all parts of the state.) We have all the problems that attend a broken home—the insecurity, the anxiety, and the frustrations. What a challenge to supply that something!

Yes, North plus South equals Florida. Though our problems and our programs may differ from other parts of our country, yet our classrooms are filled with the same eager, curious bundles of humanity, waiting for understanding teachers to inspire and mold them into loyal and democratic citizens of *today*—and of *tomorrow*.

Parents Differ, Too

By ELAINE MACMANN

IT WAS FEBRUARY WHEN I TOOK OVER A group of first graders in the heart of an industrial area.

With two room mothers to help, I decided to start off with a tea. Although it was snowing hard on the day appointed for the occasion, I felt everything would be fine because of the several batches of cookies and cakes that had arrived. The school nurse had agreed to talk about the health program—the importance of keeping children clean, and isolated when contagious. The principal was going to help serve. An excellent film-strip on the first-grade program was to be used.

Only one mother showed up! At first I was terribly disappointed. Then I began to realize why this social function was not a success—I was trying to work

with these parents the same way I had worked in my previous situation!

It had been a privileged community, where even the fathers took time off to visit school. At Christmas, mothers, fathers, children, and teacher had a party, with somebody's father in a rented Santa Claus suit! The parents got together as a group and made things—a workbench or an easel—and they found time to read certain helpful books or pamphlets. They were interested, and after the first visit the teacher was automatically a part of their group. The parents and teacher learned through doing, through "shooting the breeze," through being social—and through listening.

Here, I had to work hard in a different way to get acquainted, to put across the need for Billy to have glasses. It came

to me as I made visits that these women didn't have a great deal of time to spend on social functions. They have younger children at home, and especially on a cold snowy day, these younger children cannot be left at home alone while mother goes off to tea, no matter how sincerely interested she happens to be.

These parents didn't play chauffeur. Neither did they as a rule ask the teacher to take off her coat or join them for a Sunday night waffle supper. It was up to me to walk up to their houses, make them feel comfortable and share an interest in school. It took special effort to get the parents to feel their worth in the school program—a feeling that school doesn't have all the answers, and that they themselves are doing good things with their own children.

And in a different way, as I listened, encouraged, and shared pleasure in their children's progress, they became more interested in listening to suggestions. In one home a mother was preparing spaghetti; another was making a Greek salad. So as I acquired a new recipe

for spaghetti sauce and a new salad, there seemed to be greater rapport between home and school.

We needed empty jars for painting, cigar boxes in which to put crayons. When we had our Jello party, certain children were able to bring a box of Jello, a few napkins, and one brought in a can of Reddi-wip so our distinguished guests would have an extra treat.

In this situation, these things meant a great deal to both adults and children—a deeper feeling of contributing and being needed because of the personal sacrifice involved. In the other situation it was fun and a valuable learning situation, but there was little feeling of personal sacrifice. One situation was exhilarating and intellectually stimulating; the other gave me a deep warm feeling of personal satisfaction. It's fun working with parents; they're people, and people most always respond to the same basic kindness. It's the way they respond that varies, especially with the community involved—and what the world is doing and has done to them.

A Program Built on Needs

By IRENE ERICKSON

LIKE MOST CITIES OF COMPARABLE SIZE, Tucson, Arizona, varies widely in the cultural background and economic status of its school population. For this reason the principal and teachers of each school are encouraged by the school administration to study the needs of the children in each district and to adapt their program to fit such needs.

One of our Tucson schools is situated in an area housing families of different nationalities and races. One of the problems was the large transient population.

The children in this neighborhood seldom lived long enough in one place to feel that they belonged to the group or that they had certain civic responsibilities. A feeling of inferiority developed in many of our Spanish-American children because of their inability to understand the English language readily. Finances also presented a problem in a majority of the homes in the district.

What could we do to develop feelings of security, to have the children take their rightful places as valuable mem-

bers of the community, and to provide academic work for a wide spread of academic achievement?

At this particular school we began with citizenship. Fortunately, we had a very nice building. Repeatedly, we discussed with the children that this building was theirs; that we would try in every way to make it as pleasant and beautiful as they wanted it to be. The decision as to whether it would be pleasant and be kept beautiful, however, was up to them. We complimented children for being helpful to us and to each other.

The children developed an intense pride in their building and in their behavior. They considered it a privilege to be permitted to help around the buildings and grounds. From this experience we learned that children are capable of using good judgment in evaluating each other and that they recognize the desirability of good citizenship on all financial levels.

We tried to provide an opportunity for each child to succeed at something every day. Sue, who read with difficulty, could make a beautiful doll out of a paper sack. The intricacies of the addition combinations completely baffled Juan, but from pink clay he could fashion a dashing *vaquero* on a prancing horse. Stanley, who had a health problem and an unhappy home life, could make a telephone from two paper cups and a

string. Frequently, directions for making similar objects provided motivation for learning to read.

Often we found that children from Spanish-speaking homes were shy because of their language handicap. So we set up several Spanish classes. Spanish-speaking children were enlisted as assistants to the teachers. The ability to speak two languages then became important and something of which one could be proud. We found Spanish- and English-speaking children helping each other learn to speak both languages. Nationality barriers disappeared and feelings of mutual respect developed.

One of our teachers was an amateur movie enthusiast and owned her own equipment. In order to accent daily classroom procedures, we decided to go into the movie business temporarily and to dispense with the annual spring festival. We took movies of everyday school activities, such as reading, arithmetic, finger painting, the grocery store and so on. The children were delighted. That they responded well and did an outstanding bit of advertising was attested by the fact that, despite an unusual spring cloudburst on the desert, over five hundred parents came to see the movies and an exhibit of other classroom work. An unexpected dividend was the variety of techniques the teachers could observe and make their own.

Heard Everywhere

THESE SITUATIONS ARE NOT UNIQUE. From Anna Marie Stover comes:

"Cedar Rapids, Iowa, which is located in the heart of the farming center of the nation, is populated with a high percentage of Czech people. The rich Czech

culture makes a definite contribution to the realm of education."

Delores Gammon, director of elementary education, Wichita, Kansas, writes:

"Wichita is a defense center in which

(Continued on page 199)

Parents and the Curriculum

Why should parents participate in curriculum planning? How can we use them? What is the educator's role? Anne Hoppock, assistant in elementary education, New Jersey State Department of Education, Trenton, suggests answers to these questions.

IF WE WANT PARENTS TO UNDERSTAND curriculum planning, we'll have to get them active in it.

Why do we want parents to understand curriculum planning? So they will let us teach the way we want? So they will vote the school budget? So they will defend the schools against attack? Do we want to "sell" our curriculum?

We can agree, can't we, that we want parents to understand so they can *help*? When they help, they do support; they do free us to use what we know about children. But more than anything else, parent-teacher planning improves the quality of education which home and school both must provide. Neither home nor school can plan well for children in isolation.

It is easy to feel that education is exclusively our job. We are trained to understand children in our democratic society; we have the know-how of child guidance. Why should parents interfere? They don't tell a doctor how to treat measles. But we must remember that parents have primary responsibility for their children. They pay for the schools. They are in position to know their children more intimately than we can. They are aware of community problems and resources—an important part of our curriculum materials. They have hard-won convictions of what living demands of people; from these prac-

tical ideas the specific purposes of the school should emerge. They have certain kinds of know-how which we must use if the curriculum is to have richness and reality. What a powerhouse for curriculum planning we have when the assets, real and potential, of parents and teachers are pooled!

Partnership Is Needed

Some school systems organize councils through which community leaders work with school leaders on community problems and programs of education. Some school principals form school councils so that representative parents and teachers can cooperate in school improvement. Parents and teachers work together in curriculum committees. Such methods of securing participation are essential. They should be employed widely. In themselves, they are not enough, because they involve only a small proportion of parents and teachers. Participation becomes general only when the classroom teacher enters into partnership with the parents of the children in her group.

Teachers who plan with parents don't seem to be very formal about it. They don't call parents together and say, "We are going to plan. What do you think we should do?" Instead, they get parents participating in the classroom, and involve them in trying out new ideas. In the process, parents begin to help plan and evaluate. Gradually a real partnership develops.

Father Develops Readiness

Father was just plain mad! The boy wasn't dumb but it was almost the end

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Parents have hard-won convictions of what living demands of people.

Courtesy, Public Schools, Fort Wayne, Ind.

of the first grade and he hadn't read a single book. The children had printed a letter (they couldn't write!) asking him to help them build a rabbit hutch. They should be reading and writing instead of fiddling with rabbits. But he was going. Being a carpenter, he could help them easily enough and while he was there he'd find out why schools didn't teach anything these days.

Jim's father and the children built a fine home for Mr. Big Ears. It was good for the children to learn from a man so skilled and careful; it was good for Jim to see how the teacher and kids admired his father.

That night, Father gave Mother a lecture on reading. "The walls were full of big cardboards, charts they call them, with stories printed on them," he explained, "only it's not print you know, it's manuscript writing. The children begin that way because it's easy and they can read what they write. Why haven't you told me these things?" he admonished mother. "You are always going to the school. Anyway," he went on, "the chart on how to feed a rabbit was harder than a second-grade book. But Jim, here, tore right through it."

"We're going to make a chart about you tomorrow, Dad," Jim said.

"And you're going to the first-grade parents' meeting tomorrow night," Mother said, "I've been trying to get you there all year."

"I'll go," Father grinned. "I want to see what these kids write about me."

Parents Help Evaluate

Everybody in the fifth grade was scurrying around, gathering up notebooks and sacks to hold specimens. Joan's mother, in dungarees, and four other mothers were helping the children make sandwiches. They were going with the children and the geologist from a nearby college to learn, firsthand, some things about the earth's story. Picnicking on a field trip was a terrific idea.

In the classroom, after school, the mothers, the teacher, and the principal sat around a table. The last bit of wall between them had been breached clambering over a talus slope. Piles of specimens awaited labeling for the school museum. Reference books were ready to use tomorrow in answering questions stimulated by the trip. The teacher said, "Our staff believes that our children

would learn better if they studied some of the things here in our community as well as in books. You've seen that idea in operation today. What do you think?"

"I've driven along that road a hundred times but I never really saw it until today!" one mother exclaimed. "The children hadn't, either," another added. "I think it's good for them to understand what's right under their noses."

"Jeff and I decided today that we're going to take his Daddy there on Sunday," Jeff's mother said.

"Why couldn't the children tell about their trip at a PTA meeting?" This was the program chairman talking.

"Or perhaps take parents who weren't there on a guided tour," the teacher said. "Explaining to others helps them fix the meanings and is good language practice."

"We've been planning to take Joan to the Natural History Museum," Joan's mother said, "but I was thinking today, why couldn't the whole class go?"

Fred's mother said, "I always thought it was wrong to take children away from their books but, goodness, Fred came back and gathered up four books to work with tomorrow."

Pete's mother said, "I heard the children wondering about fossils. My husband's father has a collection. Shall I write and ask him to lend it to us?"

"Fossils will certainly help explain the geological story of our region," the teacher said. "But why not ask Pete to write?"

"Speaking of husbands," the principal said, "be sure to talk over this idea of using community resources with them and see what they think about it."

Parent and Teacher Pool Information

"I'll just have to admit, Mrs. Adams," the teacher said, "that I haven't been able to catch Steve's interest. He's un-

usually alert and full of energy. If he once became absorbed, he'd settle down and help the group, I know."

"He says the things the children study are just kid stuff," Mrs. Adams said. "He has traveled all over the country because of his father's work and he is a voracious reader. Do you think he should skip a grade so he can have harder work?"

"Now that you're settling here in town, Steve can make friends with boys of his own age in this grade, and that's so important," the teacher replied. "I can make his work more challenging if you will help. Tell me, what's the thing that means more than anything else to Steve?"

"Jet planes!" Mrs. Adams answered. "He lives, eats, and dreams them!"

"That may be one answer," the teacher said. "I know three other boys equally interested. Will you help him get a card at the public library? I know some places he can write for up-to-date information."

"There are two men in the community who just came home from the Air Corps," Mrs. Adams said. "Perhaps the boys might interview them."

Who Carries the Ball?

At a county meeting of teachers of five-year-olds, each teacher was accompanied by a representative of her "room parent" group. The talk centered on health needs.

One teacher said, "We should have cots for rest periods." Parents and teachers all around the circle agreed: "My children come on buses and have such a long day." "Resting with head on table isn't real rest." "My bus children have a terribly long day." "My child is so tired he goes to sleep at the dinner table."

A wave of fatalism swept the room. Teachers said, "My board of education

doesn't see the need for cots," and "My board doesn't have the money," and "We'd use rugs but the floor isn't fit," and "I suppose we'll just have to do the next best thing."

A mother said sturdily, "If our children need cots, and it looks as if they do, there's some way to get them. Let's stop saying we can't, and find how we can!"

The teacher who raised the problem had a flash of insight. "I've just taken it for granted that I can't have a good kindergarten program," she thought. "Now if I can get the parents carrying the ball—."

Teachers Don't Abdicate

The woman in the smart hat said indignantly, "I want to know if you teach phonics here. In the school where my sister's child goes, they have twenty minutes of phonics a day. I don't believe you folks do and if it's true, I'm going all out to see that a change is made."

"What to do," the teacher thought frantically. "Tell her of course we teach phonics? Try to explain modern reading methods? She can cause us trouble. Maybe I should have a phonics period next year when her boy is in my room." Then she thought, "What I am doing is based on scientific study. It is my responsibility to make decisions about matters requiring specialized knowledge."

"I'll tell you what to do," she said. "Why don't all of you come in next week, say Wednesday, and see us working? When you see what we are doing, you will be able to understand how we help children tackle new words. In the meantime, help yourself to those pamphlets about reading on the parents' bookshelf." To herself, she added, plotting, "This will be a good chance to show them how

much we need books for our classroom library."

Criticism Can Be Helpful

Teachers stress the importance of listening to parents with an open mind, especially not to argue or go on the defensive if they are critical. Criticism constructively directed may lead to educational improvements. It is better expressed than left to simmer until it explodes.

In a summer workshop, a parent participant expressed herself heatedly, almost bitterly, about the school's handling of her children and ended by saying, "You've no idea how much better I feel. I've been stewing and worrying over this by myself for five years!" As time went on, her criticisms turned to helpful suggestions, eagerly given, and she continued to point out the therapeutic value of "blowing off steam."

A "workshopper," impressed by the gradual change in this parent's attitude, said, "The next time someone criticizes my school, I'm going to think, 'Good! Here is a parent who can help make our school better,' and I'm going to say, 'Maybe you can help us. Let's talk it over.'"

We Must Aim High

Some people think that the goal of every parent participating in curriculum planning is a pipe dream. "The ones who need it most," they say, "won't come near the school." But they will. They do, as teachers are demonstrating all over the country. They do when we can find appropriate ways for each one to help and there are countless ways.

Helping, you know, is naturally preceded by planning and followed by evaluating which leads to further planning which leads to further helping which leads—well, you get the idea.

What should I do about him?

That Silent One

How does a teacher vary procedures to meet the differences of children? It must be a very personal approach, as Lucy Nulton, College of Education, University of Florida, Gainesville, so beautifully explains.

FIRST OF ALL, I SHOULD TRY TO BE VERY slow with this child—very slow and very gentle with this child who never talks.

I should tell him "Good morning," when he comes, taking his hand softly or touching him lightly (not on top his head so that I tower over him, but upon his shoulder or his arm, as man to man) smiling, looking straight into his eyes, and for that moment living all alone with him, giving him my whole attention. I should be careful to be casual and happy-hearted.

Then I should let him alone, this closed-tight little child, and not pry at him or pick at him or prod him to make him react outwardly.

But before that, even before the first day, I'd have been getting ready for him—knowing he would come, there is always one—by having a place of beauty ready for him to come into; by providing within the room some little retiring nooks and corners into which he could withdraw, when the need was upon him, "far from the madding crowd"; by having many colorful things to do (knowing that life and health and growth require doing—together); by having places and times and things planned and prepared for relaxing and just being—without comment, without pumping, without *anybody* talking. For there are times when silence speaks beautifully.

And there should be beauty and wonder from the out-of-doors to speak to him without talking. Moreover, he might sit in full freedom and stroke the ivory-smooth petal of the magnolia or hold the cocoon pulsing and vibrating in his hand. He might lick the three-sided prism to see if it tasted. And never, never, should I say to him, "Johnny, tell us about it. Johnny, what have you found there?" For who, after all, can explain the growing life in a cocoon or can truly talk except in relatively guttural grunts of this mystic and fairylike band of vividness which flashes through a clear piece of glass?

He might be like that, this closed little boy; sensitively silent before the wonder of the world; quiet in profoundness or newness. That might be his temperament—to meet the world and people without much talk. He has a right to his silences. The world needs his silences—this gossiping, garrulous, gibbering world!

But he might be afraid. Fears, the fears of the nighttime and the fears of the daytime, can only be talked out when one is ready—ready and sure that no one will laugh. Sometimes they can only be worked out, or pounded out with hammer and nails, or kicked out against some inanimate kicking post which can take it without being hurt and without kicking back. There should be all these things—without words. Words, after all, are fragile, shattering things. Words are not all we need for healing!

Should this child be a stranger in a strange land (and who of us is not?)

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I should watch sensitively for him, seeking the first outgoing sign from some other child toward him. Then I should try, unobtrusively, delicately, so to arrange things that those two were together on the playground, in a reading nook, dabbling in paint, feeding the live pet, staying after school to help get the room ready for the next day. Almost always there is one such child who can do more for the little silent, needy one than any adult can, and do it more sensitively, more rightly.

I should walk home with him after school, being careful to have arranged it before hand so we would not surprise mother at the wash tub and she would be embarrassed in teacher's presence, or so we would not arrive on one of mother's club afternoons and teacher would be embarrassed, or so we might not come unexpectedly upon mother and father quarreling or drunken and Johnny would be embarrassed. If we could not walk I should take him home in my car, being careful to let *him* tell me the way, perhaps stopping enroute for a little treat of candy, fruit, or a drink. Once there, I would talk pleasantly and urbanely about interesting things in our world, steadfastly refusing to talk about Johnny over his head and in his presence. If Johnny were mentioned I would say the good things about Johnny, the happy things about school, and steer the subject on to the nicest or most beautiful thing "not-Johnny" about the place.

I'd make a friendly appointment for mother to come to school, one time (the first of many, I'd hope) to be with Johnny and us to do things with us, and one time when mother and teacher could talk. "What does Johnny like best? What do you all do together? How was Johnny born? When did Johnny begin to make sounds? What did he say first? Did you think he was slow talking?"

I might talk to his grandmother or his doctor. I should ask his father to help us make something at school and his mother to come cook with us or sing to us, had she a mother-singing voice (not necessarily a trained voice), or to help take us on a trip.

Never, never would I compare! Johnny Blank is Johnny Blank, the one and only Johnny Blank. The best Johnny Blank there is (now).

I should read to them all and sometimes just to Johnny alone. I'd quote poems, ask riddles, tell tales, and lead them to tell and share and quote and "make believe." We'd play games and play make-believe and play school and house and doctor. We'd have music to sing, to experiment with, to listen to.

Johnny might join us or he might not. He should know that it is his right to choose when he would speak and when he would keep silent.

And we would listen. We would all listen. Teacher, most especially, would listen—to the bird outside our window, to the kitten's purr, to the chick inside the egg, to the playing record, to the one-fingered tunes picked out on the piano, to the others talking, to Johnny talking—very quietly, not too noisily listen to Johnny talking. Teacher, most especially, should listen.

I should watch—watch closely, keenly sensitive—for the first flicker from Johnny. When did his posture change? What was it made his eyes move? Was there a little extra light in them just then? My, but I'm glad he hit Mary! What brought that about? Until presently I'd find that something which Johnny can do well—better, perhaps, than the rest of us. I'd use that! But I'd be quiet about it, not yammer, yammer, yammer, "Johnny's so good at this. Johnny made this and this. Don't you want to tell us about it, Johnny?" Of

course, he doesn't! But he will expand when he knows I think it good (if it is truly, sincerely good). He will stretch a little and relax if he happens to overhear me say to another, "Go over and look at Johnny's horse. It is so nice!" He will move a bit more surely when he is chosen for a special task or a coveted privilege because, "Johnny's so good at that." And the group will talk. Strong

talk. Talk that grows sureness and robs fears. They will like Johnny, too, though he is quiet or because he is quiet.

Then words will come—to Johnny. And they will be sure words, big words for Johnny and our group, because they have had time to grow; they will have cast out fears; they will speak peace; though they may only say, "Aw, fellows, let me try it!"



Frozen Puddles

Don't you think that it's so nice
When all the puddles freeze to ice
And across them you can slide?

I just think it's so much fun
To build up speed from a real hard run
To the ice for a slippery ride.

All the running you just stop
As on the ice you quickly hop
And across the puddle glide.

But then there comes the time at last
When you have run a bit too fast,
And then you just go—whoops!

—SYLVIA SCHWARTZ

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By WILDA M. ROSEBROOK, RODGER BISHTON,
THELMA C. TYLER

Two Teachers---One Classroom

These days of crowded school facilities have necessitated adjustments of the moment. Programs using double shifts of children have eliminated the overly-large groups. A teacher for each shift has helped in providing more individual attention for each child. If test scores were the only basis for evaluating growth of children, the half-day program for children might be justified under any circumstances. But development is much broader—we still have a bad situation.

The following account of how two teachers work together, sharing the same room, shows one way of making the best of a bad situation. Much of what happens to children in these groups depends on the fine spirit of cooperative working.

BECAUSE OF THE BEAUTY, VILLAGE atmosphere, good schools, and high cultural advantages, Worthington, Ohio, has grown rapidly. In September, 1948, all available space in the school building was in use for classrooms, as was a room in the Town Hall, two rooms in a hurriedly-erected annex, and the first grade was meeting in two shortened day sessions. The most feasible plan was to continue the shortened-day sessions and arrange the teachers' schedules so that each would assist the other, for part of the day. The plan continues to be in operation.

General Organization

The first graders who are transported to school by bus are arbitrarily assigned to the morning group; i.e., they come at 9:00 AM and are dismissed at 12:30 noon. The second group arrives at 12:30 noon and goes home at 4:00 PM. Miss Marjorie Willock is the teacher-in-charge from 9:00 to 12:30 PM. Mrs. Blodwen Rau arrives at 10:00 AM and

assists Miss Willock until 12:00. At 12:30 PM Mrs. Rau takes over as teacher-in-charge of the afternoon group. Miss Willock returns to the classroom at 2:00 to assist Mrs. Rau.

When Mrs. Rau comes in at 10:00 AM she assists Miss Willock in whatever way is indicated. Sometimes this means taking a discussion group. It may mean circulating about the room assisting individual children in writing. Not infrequently, a single child or a group of two or three are singled out for special help. What she does, however, depends on what schedule has been planned by Miss Willock and the children—a plan that has usually been developed before Mrs. Rau arrives.

The same general arrangement holds for the afternoon session. When Miss Willock returns from lunch at 2:00 PM she assists Mrs. Rau in the ways that Mrs. Rau feels will be the most help to her. For part of the time, Miss Willock may work with a small group in connection with some phase of the language arts program. Sometimes she may work with a few children who are making plans for some type of excursion. Whatever she does, however, is intended to

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assist rather than to direct the activities of the second group.

In addition to the help that the teachers give each other, Mrs. Rau and Miss Willock have access to specialized services from art, music, and physical education teachers. The school nurse is on call. Through the services of the school psychologist, a testing program has been carefully planned that will be used as *one* of the factors in evaluating the progress of these children through successive years. The Metropolitan Readiness Test is given about the fifth week of school. Other tests, individual and group, are given during the year as the need arises.

Curriculum

The program in the first grade is very flexible. Readiness for learning and living in the school and in the home is the theme and objective of the teachers during the first half of the school year. Differences in groups and individuals may make this a shorter or longer program.

Although the median I.Q. of the elementary school in 1945-46 was found to be 106 on the California Test of Mental Maturity, detailed studies of each first-grade child indicated that many were immature in language and social development. Another bit of evidence was the results shown by the visual screening tests administered individually by staff members from the School of Optometry, The Ohio State University. In about 75 percent of the cases, the reports read, "Do not force reading." While vision was within "normal" limits as far as this age child was concerned, many of the children might have possible discomfort and difficulty in accommodating to prolonged periods of close work.

Emphasis is placed on all aspects of language facility: skill in speaking, listening, discussing, and skills in written,

dramatic and creative expression. Stories from the children's experiences, letters to sick classmates, thank-you notes or invitations are written upon large charts or on the blackboards, so that the children may see the written symbols of language, but these are not stressed until the children have a feel for them and begin to ask for words. Children begin to read from these charts. It is usually the second semester before they read from books.

Tours of the building and grounds afford the children an opportunity to meet the personnel in the offices, and to familiarize them with certain office procedures, especially those related to their own first-grade activities. One of the "musts" in the early orientation activity is to help children get the feel of interrelationships of school and home. The children talk of their families, their fathers' occupations, their pets, relationships and responsibilities in the home.

They take excursions about the village to locate certain buildings and streets. This unit expands into a study of the surrounding rural areas with which the children are somewhat familiar. They visit crop, dairy, and cattle farms, and greenhouses. These experiences furnish material for science in the study of foods, cooking, cleaning, and equipment in the home, animals, plants and equipment on the farm, and weather observations.

The children's own statements as they plan and evaluate their trips and experiences are recorded on charts by the teachers. These recorded materials are used as first steps in noting similarities and differences in words, initial consonant sounds, and the mechanics of sentence structure. Later these "stories" are assembled into booklets and used as supplementary reading material.

The information assembled through trips and observations also provides a

natural basis for number, and manual art concepts and symbols. For example: children learn the meaning of such terms as pair, double, second, and others. They count the number present and absent, paper and pencils needed, and the number of bottles of milk needed for lunch. They measure paper needed for their charts or murals. They record the date on a calendar each day. They number pages and learn to look for a page by number. The emphasis is on concept of numbers rather than numerical mechanics.

The lunch period in the middle of the first-grade school day is a time of relaxation and conversation, and is structured so as to emphasize cultural and social development. While lunch consists only of crackers or cookies, and milk, a tea table is always set, and a host and hostess in charge invite the girls and then the boys to the tea table.

Academic Results

It is felt by the staff and community that this two-teacher arrangement has been successful in academic areas and that the children have achieved as much on tests as those in a "regular" school situation. Objective data taken from the Progressive Achievement Tests confirmed this.

Compensations

In evaluating this program, there appears to be a number of compensations provided by the presence of the second teacher which makes up in academic areas for the shortened day. The assisting teacher is free to check the work of individual children, thus maintaining close contact with the progress of each child. She is there to answer questions as the other teacher works with a small group.

Experience has proven that "group-

ing" is necessary, particularly in reading, if children are to learn at a rate in keeping with their ability and understanding. At Worthington, it is not an uncommon thing to see each teacher reading with a small group while a third group is working independently at their desks. With two teachers, grouping children according to ability, achievement, and activities is effectively used.

Every teacher knows that from time to time certain children need more individual attention than time permits. The child who has been absent a day or two, the child who learns more slowly than the others, and the child who learns more rapidly—all need extra attention. In this situation, the second teacher is there to bridge the gap for the child who has been absent or to help the slower child who normally becomes indifferent or antagonistic in the face of continuous failure. Mrs. Rau and Miss Willock have found that they are able to plan instruction and parallel activities at the several levels indicated by the wide range of individual differences that exist in every classroom.

From a standpoint of health, others have felt that the shortened day has resulted in less sickness, fatigue and irritability. Objectively, attendance percentages have run higher than is customary in the average first grade.

Both teachers enjoy the present situation. They feel that with each other's help, more is accomplished than can be achieved separately. Being able to share responsibilities and having the assurance that work can proceed without interruption has given them both a marked degree of emotional security and personal satisfaction in their work.

Secondary Advantages

Six-year-olds not infrequently become suddenly ill or meet with an accident,

which requires a teacher's immediate attention. This can mean confusion and many times results in an entire room becoming emotionally disturbed and upset. With two teachers present, one can free herself to meet the emergency while the other can work with the other children. This arrangement allows the teachers to retain their own composure which has the beneficial effect of quieting the anxieties and fears of children when trouble arises.

Schools whose populations are made up in part by children who live in rural areas face several problems in common. One of these is that children transported by bus either arrive tired or show signs of fatigue sooner than those who live in walking distance to the school. The psychological effect of a half day session has been particularly evident in the enthusiasm of the morning group; fatigue has seldom been observed either at the beginning or end of the morning session.

Miss Willock and Mrs. Rau capitalize on the well-established school policy of encouraging parent visitations. The parents are welcome to come at any time. Every effort is made to keep these visits on an informal basis with no change in the ongoing program. Some parents stay an entire morning or afternoon.

Certain Risks Involved

In answering questions as to what weaknesses are involved in having two teachers and two shortened day sessions, both teachers recognize that the plan could not work for everyone. The success of this program rests so much on the personalities of the teachers. Both teachers have stressed that point. If one dominates the other, this is likely to lead to friction between the teachers. If one or the other shirks her share of responsibility, this will also cause trouble. If

there is any clash of personality or purposes at all, the children are bound to feel it and tensions will pervade the atmosphere. The plan has worked in Worthington because the personalities of the teachers here have complemented each other and their objectives have been uniform. It is the responsibility of a superintendent or principal to see that harmonious relationship between the teachers is developed and maintained.

There is also the risk that children will become more and more dependent on adults if an older person is always present to answer their questions and resolve their frustrations. The Worthington teachers have been aware of this possibility, and have worked hard to help these six-year-olds develop self-reliance. When two or more get into difficulty, the teacher plays the role of a referee in resolving their differences. In this respect, the guidance program at Worthington starts at the first-grade level.

With regard to the physical set up, both teachers have felt the need for more room. They feel it would be most advantageous if there were a smaller room where one teacher could take a group for art, handcrafts, or other activities.

Community Reaction

When the plan described was originally suggested and adopted, there was at first general resistance to the idea from parents. It was a disappointment to some mothers who had looked forward to more personal freedom when their child started school. Others were concerned that not as much could be accomplished in the shortened day, even with two teachers, as was ordinarily accomplished in a full day session. Given an opportunity to see the plan in action, the parents have come to understand what is being done.

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Fort Worth Has

A Middle-of-the-Road Organization

To stimulate thinking rather than advocate fixed practice is the policy of CHILDHOOD EDUCATION. In an issue which takes as a theme, "Children Differ—So Should Programs," it is important to recognize the varying patterns of growth in curriculum and organization.

Teachers and administrators throughout the country recognize the eternal search for better ways of working. They recognize that their present plan must be evaluated in terms of all-around development of children. As they look at their results, as they gain wider understandings, as they meet practical problems—changes will be made.

This material is an example of a city which has been working on change in organization. It is not an article to be accepted as "the plan." We hope it will arouse the reader's thinking, that he will question it, and at points disagree with it. We would like to receive replies on this article. Only then will we know that CHILDHOOD EDUCATION is stimulating thinking.

CONSCIENTIOUS TEACHERS AND ADMINISTRATORS have always been sensitive to the needs of boys and girls and have searched diligently for the type of organization that will best enable teachers to make proper disposition of their professional responsibilities.

Curriculum directors, administrators, and classroom teachers have been struggling for enriched programs, improved schedules, and better instructional materials to the end that boys and girls may secure necessary tools for the making of happy, useful citizens.

Those of us who work with children realize that it is important that we do a better job of taking care of the traditional three R's, the so-called fundamentals. We have, however, failed to

keep faith with youth if we teach nothing more. If facts are used properly, our pupils must do some critical thinking. Problems must be properly solved and right decisions made. Proper evaluations are contingent upon a right sense of values as well as upon the possession of knowledge and skills.

In our eagerness to be good teachers, some have conscientiously felt that specialization is the magic key which will open the door. This has resulted in highly departmentalized programs, with many teachers for a group of small children. On the other extreme some people have felt that an experiential program will enable us to do the things for children that we want to do.

The proponents of each program experience no difficulty in presenting rather convincing arguments. Yet, we, in Fort Worth, feel there is a middle-of-the-road plan that utilizes the best in each of the extreme plans and escapes the obvious dangers.

B. C. Shulkey, assistant superintendent of the elementary schools, prepared this article with the assistance of the specialists in the Fort Worth, Texas, schools. Those cooperating were: Alvin Chrisman and Frances Hogan, health and physical education; Irma L. Kuykendall, kindergarten-primary education; Flossie Kyser, art education; Alma Ray, music education; Dorothy Tinsley, elementary education; David Sellars, coordinator of instruction.

A generally accepted philosophy has made it the responsibility of the elementary school to provide the rather general educational program, the junior high school has the responsibility of providing an exploratory program, and specialization should be delayed until senior high school.

An administrator in developing schedules and programs must be motivated by the needs of children. Budgets, mores, customs, and accepted policies should be considered, but all of these are a means to the end of taking care of the needs of the boys and girls. Extravagance in purchase of poorly-selected instructional materials and loose organization within a school system should be discouraged and corrected. However, crowding forty first-grade children into one room, or exposing these children to five or six teachers each day, is poor economy.

Our program permits modification for use of some specialized teachers. Each teacher in the primary grades is with her group the entire day. In the intermediate grades, as the subject matter requirements in some areas become more severe, teachers are with their groups every period of the day except one, the music-art period. The music and art teachers in these grades have their own homerooms for a portion of the day.

Even the music and art teachers are with their homeroom groups for half of the day. They are in a much better position to do creative work in their respective fields by having spent an hour with children studying life during colonial days in our own country or studying about life in Holland and Switzerland. Several variations are made of this type of organization, but it is always possible for all teachers except the music and art teachers to be with groups practically the entire day.

The self-contained classroom does have values and at the same time presents problems which make modification in the intermediate grades desirable.

Advantages

Psychologists tell us that we learn through experience and the building of relationships. Life, itself, is based upon a gradual introduction of human associations. First, there are the mother and father and, perhaps, the brothers and sisters. The first six years of a child's life are spent in creating bonds between himself and his family. A healthy teacher-pupil relationship, like a sound parent-child relationship, fosters understanding and self-confidence. This is a normal process of growth. A good teacher helps children become adjusted to each other and to himself.

In the primary grades one teacher can do this better than several teachers. During the transition from home to school the child needs the security and emotional stability that will accrue from association with one teacher. As the child becomes secure in his school environment, his associations with people should become broader. Since it takes living with people to appreciate them fully, we feel our modified self-contained classroom in the intermediate grades provides ample opportunity for experiences with teachers of more specialized subjects.

The teacher in a self-contained classroom can develop a balanced and flexible program. There is every opportunity to use all areas of learning to develop new meanings. Past experience, facts already learned, and over-all interest form frames of reference again and again. This is the strongest and most artistic type of instruction. Learning, applied, becomes a more permanent and useful possession.

The Association for Childhood Education International *1953 Study Conference*

April 5-10 - Denver, Colorado

Theme: STRENGTHS AND RESOURCES FOR GUIDING CHILDREN

Attendance at the conference in Denver will enable you to work with others who share your concern for the education and well-being of children. The conference program is based on the suggestions of those who have attended previous conferences. Opportunities are provided that will contribute to the strengths and resources of those who guide children. Nonmembers as well as members are invited.

SPECIAL FEATURES OF THE CONFERENCE

Study and Laboratory Groups: For identifying problems and seeking ways of solving them. When you register for the conference, select the group in which you would like to work. Register early in order to be sure of membership in the group of your first, second, third or fourth choice. Study and laboratory groups will be open only to those who have registered for the complete conference.

School Visiting: Arrangements have been made for those enrolled in study and laboratory groups to visit in schools and other centers on Wednesday. Observation and discussion with members of the school staff will be an important resource of those who work in groups.

Interest Groups: For working with others in the area of your special interest, such as: nursery, kindergarten, primary, intermediate and teacher education.

Functional Display: For becoming acquainted with desirable materials.

Recreation: For fun and fellowship.

Lectures: For information and inspiration.

Branch Materials Center: For reviewing ACE branch materials.

Consultation Hours: For considering current issues affecting children.

Resource Center: For browsing among current publications.

FRIDAY FEATURES

Excursions: Excursions have been planned by members of the local committee to provide an opportunity for those attending the conference to visit the many interesting and beautiful places in Colorado. Registrants will receive full information about possible trips with their registration receipt. These excursions are an important part of the learning experiences of the conference.

National Council for Elementary Science: The National Council for Elementary Science has arranged an all-day program for conference registrants. Non-registrants are also welcome.

PLACE

Headquarters: Shirley Savoy Hotel

General sessions, study and laboratory groups and other features in East High School, hotels and nearby centers. (Special transportation arrangements have been made from hotel area to East High School.)

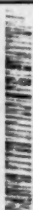
Note: To insure the best use of limited time and to aid in arriving at wise decisions, the Executive Board asks that items of new business be given in writing to some member of the Executive Board before April 3, or at least twenty-four hours before the general session at which they will be presented—Thursday morning, April 9.

This section of CHILDHOOD EDUCATION has been so planned that it can be detached without disturbing the rest of the magazine. Those wishing to attend the conference are asked to use the forms on pages 3-4.

TENTATIVE SCHEDULE—1953 ACEI STUDY CONFERENCE

April 5-10, ★ Denver, Colorado ★ Headquarters: Shirley Savoy Hotel

Theme: Strengths and Resources for Guiding Children

| SUNDAY, APR. 5 | MONDAY, APR. 6 | TUESDAY, APR. 7 | WEDNESDAY, APR. 8 | THURSDAY, APR. 9 | FRIDAY, APR. 10 |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 9:00 to 11:00 Editorial Board, <i>Childhood Education</i> (Open Meeting) | 9:30 to 11:00 General Session 11:30 to 12:30 Consultation Hours | 9:00 to 11:00 Interest Groups Nursery School Kindergarten Primary Intermediate Teacher Education 11:30 to 12:30 Consultation Hours | 9:00 to 1:00 School Visiting Observation Discussion (Lunch in or near schools visited) | 9:00 to 11:00 General Business Session 11:30 to 12:30 Consultation Hours | Excursions for Registrants All-day Meeting of Na- tional Council for Elementary Science — Open to Regis- trants |
| 1:00 to 6:00 Registration Plans for getting ac- quainted to be an- nounced later. | Exploration Area Open 2:00 to 5:00 Branch Forums |  2:00 to 5:00 Study and Labora- tory Groups | 2:00 to 5:00 Study and Labora- tory Groups | 2:00 to 5:00 Study and Labora- tory Groups | |
| 8:00 General Session "Colorado Night" | 8:00 General Session 9:00 Recreation | 6:30 Regional Dinners (Informal) | 8:00 General Session 9:00 Recreation | 8:00 General Session Official Close of Conference | |



NOTE: Conference registration at Denver will be held in the Shirley Savoy Hotel. Hours: Saturday, April 4—2:30 - 4:30 p.m.
Sunday, April 5—1:00 - 6:00 p.m.
Monday, April 6—8:00 - 6:30 p.m.

CLIP ALONG DOTTED LINE AND MAIL TO
ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
1200 15th Street, N.W., Washington 5, D. C.

REQUEST FOR PRE-CONFERENCE REGISTRATION

Mail to: Assn. for Childhood Education International, 1200 15th St., N.W., Washington 5, D. C.

Miss

Mr.

Mrs.

(Surname first)

Street

City and State

Name of public school system, private school or institution with which you are connected:

Check only ONE item—professional status:

- | | | |
|----------------------------------------------------------|------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> College or Univ. Faculty Member | <input type="checkbox"/> Nursery Teacher | <input type="checkbox"/> Superintendent |
| <input type="checkbox"/> Community Worker | <input type="checkbox"/> Parent | <input type="checkbox"/> Supervisor |
| <input type="checkbox"/> Intermediate Teacher | <input type="checkbox"/> Primary Teacher | <input type="checkbox"/> Undergraduate Student |
| <input type="checkbox"/> Kindergarten Teacher | <input type="checkbox"/> Principal | <input type="checkbox"/> (Other) |

Check only ONE item—membership status:

- | | | |
|-----------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------|
| <input type="checkbox"/> ACEI Life Member | <input type="checkbox"/> ACE Branch Member | <input type="checkbox"/> ACE Branch Delegate, please give name of branch: |
| <input type="checkbox"/> International Member | <input type="checkbox"/> Nonmember | |

Registration prior to March 15, 1953:

- Registration fee \$10 ☐
- Undergraduate Student \$4 ☐

Enclosed is my registration fee for the 1953 ACEI Conference in Denver \$.....

Study and Laboratory Group Registration

Miss

Mr.

Mrs.

(Surname first)

Street

City and State

Select in order of preference the four groups in which you are most interested. Please make your choices carefully. Avoid choosing a group that others from your locality are choosing. Insure varied experiences for your group. Indicate your preferences below. (For list of study and laboratory groups, see pages five and six.) Assignments will be made in the order in which registrations are received at headquarters. A verification of your assignment will be mailed to you with your registration receipt.

| | | | |
|------------|-------|------------|-------|
| | Group | | Group |
| 1st choice | _____ | 3d choice | _____ |
| 2nd choice | _____ | 4th choice | _____ |

REGISTRATION

Early registration by mail reserves a place in the study or laboratory of your choice. Use the form on the opposite page and enclose your check or money order.

Pre-conference registration by mail
January 15-March 15

Undergraduate Student

Late registration in Denver, April 6-8
Undergraduate Student

When your registration form and fee are received at Washington headquarters, and information on excursions will be sent to you. You will be asked to indicate your session preference and to mail it to Denver.

In Denver, you will present your registration at the conference registration desk, Sheraton Hotel, and receive: Official badge—

HOUSING: Hotels and rates are listed on the opposite page. A convenient walking distance of meeting sessions will take place. Public transportation has been arranged from sessions will take place. Public transportation

| Hotels | Single Rooms |
|--------------|--------------|
| Adams | \$3.50-5.00 |
| Albany | 4.50-7.00 |
| Ambassador | 3.50-5.00 |
| Argonaut | 3.50-5.00 |
| Auditorium | 4.00-6.00 |
| Ayres | 3.00-4.50 |
| Broadway | 2.00-4.00 |
| Brown Palace | 6.00-9.00 |
| Cory | 3.00-5.00 |
| Cosmopolitan | 6.00-7.00 |
| De Soto | 2.50-5.00 |
| Drake | 2.50-5.00 |
| Erhard | 1.50-5.00 |
| Harris | 4.50-6.00 |

Hotels: There are many excellent hotels in Denver. The list of hotels is on the opposite page.

REQUEST

Mail to: Mrs. Daisie Carnall
225 West Colfax Avenue, Denver, Colorado

Note: Single rooms are limited.

Please reserve _____

Type of accommodations (with bath, double bed, twin bed) _____

I desire hotel accommodation _____

1st choice _____

I desire motel accommodation _____

Date & hour of arrival _____

Names and addresses of persons with whom you wish to share room _____

My signature _____

ACEI Study Committee

CLIP AND MAIL THIS SECTION TO
MRS. DAISIE CARNALL, CONVENTION & VISITORS BUREAU
225 West Colfax Avenue, Denver, Colorado

REGISTRATION

Early registration by mail reserves for you a place in the study or laboratory group of your choice. Use the form on the opposite page and enclose your check or money order.

Pre-conference registration by mail,

January 15-March 15 \$10.00
Undergraduate Student \$ 4.00
Late registration in Denver, April 4-6 \$11.00
Undergraduate Student \$ 4.50

When your registration form and check are received at Washington headquarters, a receipt and information on excursions will be sent to you. You will be asked to indicate your excursion preference and to mail it to Denver.

In Denver, you will present your receipt at the conference registration desk, Shirley Savoy Hotel, and receive: Official badge—admits you

HOUSING: Hotels and rates are listed here. Use the form below. Most convenient walking distance of meeting places, with the exception of East H transportation has been arranged from the hotel area to East High School for sessions will take place. Public transportation to the meeting area is available.

| Hotels | Single Rooms | Double Rooms* | Hotels | Single Rooms |
|--------------------|--------------|---------------|---------------------|--------------|
| Adams | \$3.50-5.00 | \$ 5.00- 6.00 | Kenmark | \$3.50- 4.00 |
| Albany | 4.50-7.00 | 7.00-12.00 | Mayflower | 5.00- 6.00 |
| Ambassador | 3.50-5.00 | 6.00- 7.50 | Newhouse | 1.50- 3.00 |
| Argonaut | 3.50-5.00 | 5.00- 7.00 | Olin | 3.50- 7.00 |
| Auditorium | 4.00-6.00 | 5.00- 8.00 | O'Neill | 2.00- 4.00 |
| Ayres | 3.00-4.50 | 4.00- 7.00 | Oxford | 5.00- 6.00 |
| Broadway | 2.00-4.00 | 3.50- 6.00 | Page | 2.00- 4.00 |
| Brown Palace | 6.00-9.00 | 10.00-13.00 | Roosevelt | 2.00- 5.00 |
| Cory | 3.00-5.00 | 4.00- 7.00 | Sears | 4.00- 5.00 |
| Cosmopolitan | 6.00-7.00 | 9.00-10.00 | Shirley Savoy | 4.00- 5.00 |
| De Soto | 2.50-5.00 | 4.00- 7.00 | Stanley Plaza | 8.00-12.00 |
| Drake | 2.50-5.00 | 3.50- 6.00 | Wellington | 3.50- 5.00 |
| Erhard | 1.50-5.00 | 3.00- 6.00 | West Court | 2.00- 5.00 |
| Harris | 4.50-6.00 | 6.00- 7.50 | | |

Motels: There are many excellent motels located in Denver with rates of the hotels listed above.

REQUEST FOR HOTEL ACCOMMODATION

Mail to: Mrs. Daisie Carnall, Convention & Visitors Bureau
225 West Colfax Avenue, Denver, Colorado

Note: Single rooms are limited in number. May we suggest your share room with another delegate.

Please reserve.....room(s) for.....

Type of accommodations (with or without bath, double bed, twin beds, or dormitory).....

I desire hotel accommodations. My first and second choices are:

1st choice..... 2nd choice.....

I desire motel accommodations.....(Please check).

Date & hour of arrival..... Date & hour of departure.....

Names and addresses of persons to occupy rooms:

My signature.....

ACEI Study Conference, Denver, Colorado, April 5-10

CLIP AND MAIL THIS SECTION TO
MRS. DAISIE CARNALL, CONVENTION & VISITORS BUREAU
225 West Colfax Avenue, Denver, Colorado

essions; Study or laboratory
ion card; Official program. (The
port will be mailed to you before

strants: Those who wait to regis-
pay more and cannot be assured
in groups of their choice.

note: No provision is made for
or less than the total time of the
since the events planned for the
closely related.

Those registering but unable to
ference may receive a refund of
graduate students, \$3.50) by send-
ing Receipt to headquarters in
before June 1. Refunds cannot be
e close of the Association's fiscal

below. Most hotels are within
on of East High School. Special
gh School for times when general
ea is available from most motels.

| Single Rooms | Double Rooms* |
|-----------------|------------------|
| \$3.50- 4.00 | \$ 5.00- 8.00 |
| 5.00- 6.00 | 8.00- 9.00 |
| 1.50- 3.50 | 3.50- 7.00 |
| 3.50- 7.00 | 8.00-10.00 |
| 2.00- 4.00 | 3.00- 6.00 |
| 5.00- 6.00 | 7.50- 9.00 |
| 2.00- 4.00 | 3.00- 6.00 |
| 2.00- 5.00 | 4.00- 8.00 |
| 4.00- 5.00 | 6.00- 8.00 |
| 4.00- 5.50 | 6.00- 9.00 |
| 8.00-12.00 | 12.00-22.00 |
| 3.50- 5.00 | 5.00- 7.00 |
| 2.00- 5.00 | 4.00- 7.00 |
| double beds. | |

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MODATIONS

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of departure.....

o, April 5-10, 1953

Section I. US

Coordinator

Have you ever said about it and still teach what does meeting the said: "What meaning

On the assumption new and old insights of the Study Conference to what we do in the

Does knowledge of for third-graders? Do up a recreational program grouping? Does understanding the social status?

What other problems children are you facing

Group 1. HUMAN I
Leader: Del O

Group 2. HUMAN I
Leader: Lorraine

Group 3. HUMAN I
Leader: Kenneth

Group 4. HUMAN I
Leader: Fannie

Group 5. HUMAN I
Leader: Joyce C

Group 6. HUMAN I
Leader: Sarah

Group 7. HUMAN I
Leader: Dorris

Group 8. HUMAN I
Leader: Lewie

Group 9. HUMAN I
Leader: John F

Group 10. HUMAN I
Leader: John G

Group 11. HUMAN D
Leader: Neith F

Group 12. HUMAN D
Leader: Helen J

Section II. THO DEEPEN

Coordinator

All teaching is expected to follow recipes and acknowledge conscious, thoughtful expression try thus and so understand will be able to make children. Many members children learn the skills

Group 13. How Do C
Leader: Jane F

Group 14. How Do C
Leader: Merle C

Group 15. WHAT DO
Leader: Kathleen

Group 16. WHAT DO
Leader: Florence

Group 17. WHAT DO
USAGI
Leader: Ruby S

Group 18. HOW ARE
AND L
Leader: Mauree

STUDY AND LABORATORY GROUPS

Section I. USING WHAT WE KNOW ABOUT HUMAN DEVELOPMENT IN WORKING WITH CHILDREN

Coordinator: JOHN GOODLAD, Emory University, Emory University, Georgia

you ever said: "Yes, this idea of developmental tasks is important, but what can I do and still teach Billy to read?" Or: "Of course, people have basic needs to be met, but as meeting them have to do with teaching youngsters to use numbers?" Perhaps you have. What meaning does all this study of children have for my teaching today?"

The assumption that teachers everywhere are asking such questions—are seeking to relate old insights into human growth and development to their daily teaching—this section study Conference is devoted to exploring the relationship of what we know about children we do in the classroom.

knowledge of third-grade peer group relationships help us in selecting reading materials for graders? Does knowledge of fourteen-year-old physical development help us in setting recreational program? Does understanding the concept of need for belonging help us in ? Does understanding of individual differences give any leads for teaching concepts in status?

other problems of translating knowledge about children into ways of working with are you facing? Bring them for discussion in April.

1. HUMAN DEVELOPMENT IN TEACHING BASIC SKILLS

der: Del Oviatt, University of Utah, Salt Lake City, Utah

2. HUMAN DEVELOPMENT IN TEACHING BASIC SKILLS

der: Lorraine Sherer, University of California at Los Angeles, Los Angeles, California

3. HUMAN DEVELOPMENT IN THE TEACHING OF VALUES

der: Kenneth Wann, Columbia University, New York, New York

4. HUMAN DEVELOPMENT IN THE TEACHING OF VALUES

der: Fannie Ragland, Public Schools, Cincinnati, Ohio

5. HUMAN DEVELOPMENT AND MARKING, REPORTING AND PROMOTING

der: Joyce Cooper, State Department of Public Instruction, Olympia, Washington

6. HUMAN DEVELOPMENT AND MARKING, REPORTING AND PROMOTING

der: Sarah Lou Hammond, University of Florida, Tallahassee, Florida

7. HUMAN DEVELOPMENT AND CURRICULUM PLANNING

der: Dorris Lee, State College of Washington, Pullman, Washington

8. HUMAN DEVELOPMENT AND CURRICULUM PLANNING

der: Lewie Burnett, George Washington University, Washington, D. C.

9. HUMAN DEVELOPMENT AND GENERAL SCHOOL PROCEDURES

der: John Frech, Lakerin School, Great Neck, New York

10. HUMAN DEVELOPMENT AND GENERAL SCHOOL PROCEDURES

der: John Greene, University of Maryland, College Park, Maryland

11. HUMAN DEVELOPMENT AND SELECTION OF INSTRUCTIONAL MATERIALS

der: Neith Headley, University of Minnesota, Minneapolis, Minnesota

12. HUMAN DEVELOPMENT AND SELECTION OF INSTRUCTIONAL MATERIALS

der: Helen Johnson, Central State Teachers College, Mt. Pleasant, Michigan

II. THOUGHTFUL CLASSROOM EXPERIMENTATION—A WAY OF DEEPENING UNDERSTANDING OF HOW CHILDREN LEARN

Coordinator: ALICE MIEL, Columbia University, New York, New York

aching is experimental; that is, when dealing with human beings, one can never expect recipes and achieve results exactly as predicted. If this is true, should not teachers become thoughtful experimenters, seeking to get better descriptions of what happens when they and so under such and such conditions? In this way, as results are shared, all teachers able to make better and better predictions of results of their ways of working with Many members of ACEI are interested in deepening their understanding of how to help learn the skills they need for modern living; they want to know the *why* back of the *how*.

1. HOW DO CHILDREN LEARN PROBLEM-SOLVING?

der: Jane Franseth, Office of Education, FSA, Washington, D. C.

2. HOW DO CHILDREN LEARN TO EVALUATE?

der: Merle Gray, Public Schools, Hammond, Indiana

3. WHAT DO WE KNOW ABOUT HOW SOCIAL LEARNINGS ARE BEST FOSTERED?

der: Kathleen McCann, University of New Mexico, Albuquerque, New Mexico

4. WHAT DO WE REALLY KNOW ABOUT TEACHING READING?

der: Florence Kelly, Public Schools, Milwaukee, Wisconsin

5. WHAT DO WE REALLY KNOW ABOUT TEACHING SPELLING AND CORRECT LANGUAGE USAGE?

der: Ruby Schuyler, Public Schools, Glencoe, Illinois

6. HOW ARE WRITTEN EXPRESSION AND CREATIVE DRAMATICS BEST APPROACHED AND DEVELOPED?

der: Mauree Applegate, La Crosse State Teachers College, La Crosse, Wisconsin

RY GROUPS

UT HUMAN DEVELOPMENT CHILDREN

ty, Emory University, Georgia

tasks is important, but what can I do
people have basic needs to be met, but
ers to use numbers?" Perhaps you have
for my teaching today?"

g such questions—are seeking to relate
at to their daily teaching—this section
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a help us in selecting reading materials
physical development help us in setting
cept of need for belonging help us in
give any leads for teaching concepts in

children into ways of working with
April.

SKILLS
City, Utah

SKILLS
Los Angeles, Los Angeles, California

VALUES
York, New York

VALUES
Ohio

ING AND PROMOTING
Instruction, Olympia, Washington

ING AND PROMOTING
s, Tallahassee, Florida

NNING
Pullman, Washington

NNING
rsity, Washington, D. C.

L PROCEDURES
New York

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lege Park, Maryland

STRUCTIONAL MATERIALS
Minneapolis, Minnesota

STRUCTIONAL MATERIALS
College, Mt. Pleasant, Michigan

PERIMENTATION—A WAY OF OW CHILDREN LEARN

rsity, New York, New York

with human beings, one can never expect
If this is true, should not teachers become
descriptions of what happens when they
way, as results are shared, all teachers
results of their ways of working with
ening their understanding of how to help
y want to know the *why* back of the *how*.

Washington, D. C.

Indiana

EARNINGS ARE BEST FOSTERED?
Rio, Albuquerque, New Mexico

ING READING?
s, Wisconsin

ING SPELLING AND CORRECT LANGUAGE

Illinois

VE DRAMATICS BEST APPROACHED

ers College, La Crosse, Wisconsin

Study and Laboratory Groups—Continued

Group 19. WHAT DO WE REALLY KNOW ABOUT TEACHING ARITHMETIC?

Leaders: Maurice Ahrens, Public Schools, Corpus Christi, Texas
Dorothea Jackson, Public Schools, Seattle, Washington

Group 20. WHAT DO WE REALLY KNOW ABOUT THE ROLE OF SCIENCE IN CHILDHOOD EDUCATION?

Leader: Paul Blackwood, Office of Education, FSA, Washington, D. C.

Group 21. WHAT HAVE WE LEARNED ABOUT THE ROLE OF SOCIAL STUDIES?

Leader: Wanda Robertson, University of Utah, Salt Lake City, Utah

Group 22. WHAT DO WE KNOW ABOUT HEALTH AND PHYSICAL EDUCATION?

Leader: Arthur Lewis, Public Schools, Seattle, Washington

Group 23. HOW WILL WE DISCOVER MORE ABOUT CHILDREN'S LEARNING?

Leader: George Denmark, Association for Supervision and Curriculum Development,
National Education Association, Washington, D. C.

Section III. HUMAN RELATIONS IN THE EDUCATION OF THE CHILD

Coordinator: MAX GOODSON, The Ohio State University, Columbus, Ohio

How can we help children achieve the good human relations that enable them to work with others with greater satisfaction and to play with others with greater enjoyment? How can we grow in the ability to use more wisely and productively our own resources and those of the groups with which we work through better inter-personal and intergroup relations? You will find help in these groups.

Group 24. IMPROVING HUMAN RELATIONS WITHIN THE EDUCATIONAL PERSONNEL OF THE SCHOOL

Leader: Edwin Reeder, University of Illinois, Urbana, Illinois

Group 25. PROVIDING FOR INTER-PERSONAL RELATIONS BETWEEN CHILDREN AND EDUCATORS IN THE SCHOOL ENVIRONMENT

Leader: Bernice Baxter, Public Schools, Oakland, California

Group 26. WORKING WITH CHILDREN IN THE COMMUNITY OUTSIDE THE SCHOOL

Leader: Mary Elizabeth Venable, National Council of Churches of Christ in the United States,
Chicago, Illinois

Group 27. FOSTERING PROFESSIONAL GROWTH THROUGH PARTICIPATION IN ORGANIZATIONS AT LOCAL, STATE AND NATIONAL LEVELS

Leader: Maycie Southall, Peabody College for Teachers, Nashville, Tennessee

Group 28. WORKING WITH COMMUNITY GROUPS SEEKING TO UNDERSTAND CHILDREN AND SCHOOLS

Leader: Ralph Ojemann, State University of Iowa, Iowa City, Iowa

Group 29. EXTENDING OPPORTUNITIES TO PARENTS FOR WORKING WITH CHILDREN AND TEACHERS IN THE DAY-BY-DAY SCHOOL ACTIVITIES

Leader: Ralph Witherspoon, Florida State University, Tallahassee, Florida

Group 30. IMPROVING THE ADMINISTRATION OF THE SCHOOL THROUGH TEACHER PARTICIPATION

Leader: Glen Hass, Public Schools, Arlington County, Virginia

Group 31. FACILITATING COMMUNICATIONS BETWEEN TEACHERS, PARENTS AND CHILDREN

Leader: Margaret Lindsey, Columbia University, New York, New York

Group 32. HELPING CHILDREN FIND SATISFACTION IN WORKING WITH THEIR PEERS

Leader: Verna Walters, Kent State University, Kent, Ohio

Group 33. ACQUIRING STRENGTH FOR BETTER TEACHING THROUGH ENRICHED PERSONAL LIFE

Leader: John Williams, University of Wyoming, Laramie, Wyoming

Group 34. HELPING CHILDREN ACCEPT AND RESPECT CULTURAL DIFFERENCES

Leader: Abigail Eliot, Pacific Oaks Friends School, Pasadena, California

Group 35. HELPING CHILDREN UNDERSTAND THE PURPOSES OF THE UNITED NATIONS AND UNESCO

Leader: Grace Dolmage, Child Guidance Clinic, School District of Winnipeg, Winnipeg, Canada

Group 36. IMPROVING THE WORK OF ADULT COMMITTEES IN THE LIFE OF THE SCHOOL

Leader: Roland Lewis, Public Schools, Seattle, Washington

Group 37. ORGANIZING THE SCHOOL ENVIRONMENT FOR EFFECTIVE HUMAN RELATIONS

Leader: Margaret Hampel, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma

Section IV. LABORATORY GROUPS IN ART, MUSIC AND SCIENCE

Coordinator: LAURA HOOPER, University of Pennsylvania, Philadelphia, Pennsylvania

How does a child feel when he creates something; when he discovers what he can do with the materials in his environment; when he finds, through his own exploration, new ways of doing things? Laboratory groups in art, music and science are set up to help you find answers to just such questions; to help you discover through your own experience how it feels to experiment, to explore and to create.

Group 38. ART

Leader:

Group 39. ART

Leader:

Group 40. MUSIC

Leader:

Group 41. MUSIC

Leader:

Group 42. SCIENCE

Leader: George Raab, University of Pennsylvania, Philadelphia, Pennsylvania

Group 43. SCIENCE

Leader: Rose Lammel, New York University, New York, New York

The self-contained classroom enhances an experimental type of teaching and develops an inquiring attitude on the part of the children. It is a laboratory where they examine facts and information through making comparisons, expressing opinions, and exercising judgment. A good teacher in such a classroom explores the world of facts with the pupils and thereby grows more adept in leading them to see the relationships of the various subject matter fields.

The self-contained classroom is most desirable for primary children because its very nature is characteristic of them. However, we feel in the intermediate grades where subject matter becomes more complex and children are reaching out for new social contacts there is a need for some teachers with specialized knowledge, who can satisfy inquiring attitudes more completely. The combination of specialists and broad areas of interests results in a new type of organization for older children, the modified self-contained classroom, which promotes understanding and cooperation between teachers through a mutual task.

Problems and Difficulties

In any attempt to seek the benefits of the self-contained classroom in a school that has formerly been highly departmentalized, the educational leader must know that there may be, possibly, an attitude on the part of the teacher and the community that traditional organization of the classroom is best and should forever remain because, "We have always done it."

A more favorable attitude may be developed by a cooperative inservice program supplemented by community participation. This may include visitation to successful situations, in the system or not, by teachers and community groups. Demonstrations of particular

values gained through conferences, discussion and study groups, bulletins, lectures, exhibits, visits and post-visit discussions, research, and professional reading can do much to assist the school system to change slowly, easily, and smoothly.

Thus, the teacher, the school system, and the community, by a continuous, positive approach may be stimulated to see better relationships in education and more efficient possibilities in school organization, a procedure which should remove prejudice, enlarge horizons, and bring about a better synthesis of school life with contemporary life outside the classroom.

In the self-contained classroom the teacher must of necessity have received a broad and general cultural training as opposed to highly specialized work in any one area. This implies proficiency in the traditionally accepted subject matter fields, such as reading, writing, and arithmetic, and in the many and varied additional "fundamentals" which have crept into the curriculum over a long period of time. In Fort Worth such subjects as thrift, safety, fire prevention, Spanish, social studies, and science, as well as music, art, and physical education are now recognized as necessary to the well-rounded development of each child's personality.

The courses required for each teacher in the undergraduate preparation should be carefully selected to assure this all-around type of preparation. Presumably, no individual is capable of developing children to their maximum abilities without himself having experienced training which qualifies him to guide them. If this be true, it is obvious that the burden of preparation for the teacher in the self-contained classroom is much greater than that of the specialist.

In addition to plans for study, care

must be taken not to omit other avenues of self-improvement. Travel, research, community service, committee work, writing, speaking, and work with professional organizations all tend to broaden a teacher's personality and better fortify him to meet the problems ahead.

The school system with which the teacher works also has a responsibility in his further professional growth. Its job is to make a new teacher good and an experienced teacher better. The school system is obligated to have definite plans for raising each teacher to a higher level of efficiency based on background, ability, and expressed or unexpressed needs.

Each teacher is entitled to assistance from highly specialized persons in the form of consultants who employ all the supervisory techniques, such as visitation, demonstrations, workshops, bulletins, and conferences. It is imperative that adequate supervisory services are available or the teacher could easily fall into the habit of over-stressing one area to the neglect of another. Also, since he is not a specialist in any one field, there comes a time when he needs expert advice.

The conscientious teacher will at times feel himself inadequate to cope with the many and varied circumstances he faces from day to day. When in doubt, he should feel secure as long as he is continuing to grow to be a specialist in understanding of child growth and development even though he may not be a specialist in any specific subject matter area.

Since the teacher is with children almost continuously in a self-contained

classroom, he finds that he has no off-period or moments of relaxation. However, it is his privilege and to his advantage to see all of the children at work, at play, and at lunch. One person can more effectively guide a child through all of his school activities. A happy, well-adjusted child goes home and becomes the school's most powerful public relations officer, and the teacher holds the key!

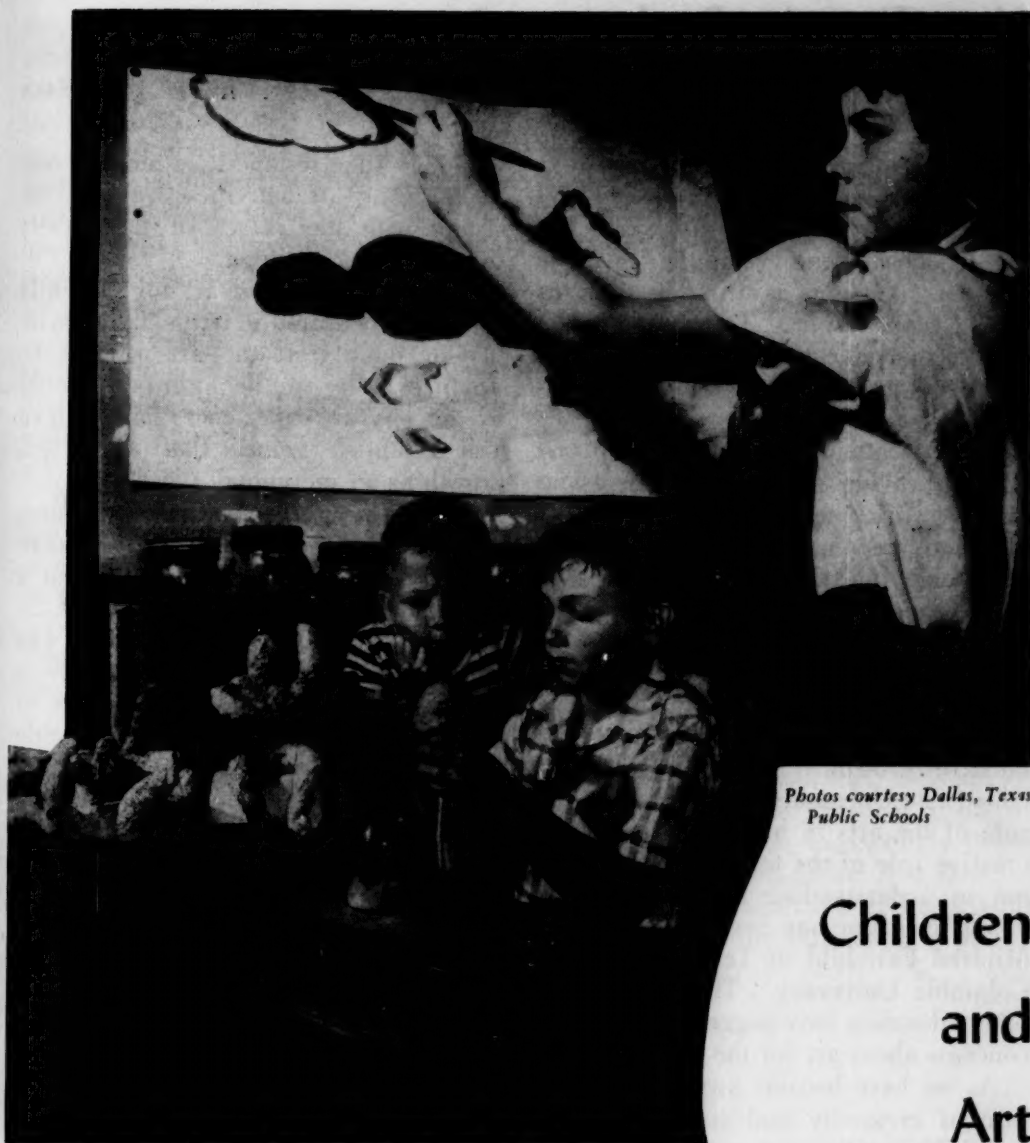
Instructional materials exert more pressure upon the teacher of the self-contained classroom than they do upon the teacher in a departmentalized program. Educational growth of pupils does not take place without educational food, and educational activities cannot be conducted in a vacuum. Real creative ability can be manifested by the teacher in his choice, use, and care of materials as he works with the group in his classroom, his pupils increasingly taking over certain responsibilities in regard to materials and other environmental features.

And Now—

This is our situation at present in Fort Worth. We are seeing the development of the self-contained classroom in the primary grades and a modified self-contained classroom in the intermediate grades. It represents the results of a long program of discussion and concern carried on as described earlier.

We have moved from a highly departmentalized organization because we see this as a better way of helping children. This is the way we are working now in Fort Worth. We know it is not the final organizational change to end all changes.

OUR CONTINUED EXISTENCE AS A FREE PEOPLE WILL BE DETERMINED IN LARGE part by our ability to appreciate the fact that freedom in the classroom is directly related to freedom in the market place, the pulpit, and the public forum.—EARL J. McGRATH, U.S. Commissioner of Education.



Photos courtesy Dallas, Texas
Public Schools

Children and Art

Seeing art education in a larger framework than the
customary pigeonhole of an art period through . . .

the broader scope of the art education program

*long and short time goals in meeting children's needs
in art education for democratic citizenship*

stimulating creative thought and activity

a good color environment for children

More Than Art Products

By IVAN E. JOHNSON

ART IN THE CHILD'S WORLD EMBRACES the experiences of seeing, feeling, reacting, experimenting, and discovery. His art can be as complex as the world he lives in. Yet it is as direct as only his young years can be. This is one of the reasons that educators have come to study children's art with more than casual interest.

Art education once had as its prime goal to provide aesthetic enjoyment and cultural enrichment. A decade ago our attention was turned to the therapeutic or tension releasing values of art. As in any relatively newly examined area, art education is still in the process of scientific study and discovery. Viktor Lowenfeld of Pennsylvania State College has drawn our attention to the nature of creative growth. Manuel Barkan of Ohio State University has pointed up the role of the arts in human values. The creative role of the teacher and consultant in understanding the art needs of young children has been examined by Mildred Fairchild of Teachers College, Columbia University. These and many other educators have suggested some new concepts about art for the child.

As we have become aware of the nature of creativity and its implications for child development, art in the school has moved away from its shallow emphasis on rigid methodology and its resulting gadgetry. Teachers are coming to realize the static and repressive character of hectographed pictures to be colored or step-by-step direction for drawing a picture of a boy. The child's

world, in such instances, is blocked out. Such sterile art activities are not consistent with the values of the society in which we are living.

The effectiveness of art for the child cannot be measured in terms of the quantity or quality of the art product he produces. It can be appraised better by the way art experiences have helped him establish values that shape his growth as an individual and play a part in solving his problems. His interesting painting, his charmingly handled piece of clay, or his critical comment on a work of art reveal to us but a part of the whole of the child's art experience. For the child, the creative process is more important than the resulting piece of work. It may be true that he takes pride in what he has created, and this is important in its way. However, when the product is evaluated in terms of the overall span of his learning, it is the creative process which has played the important part in his development. Adults are apt to seize upon the child's product as a tangible means of evaluating development.

It is interesting to visit classrooms about the country and talk with children in the midst of their art activities. When they are involved in creating something, their ideas are constantly changing as they discover new possibilities in materials or as they draw upon their experiences. It is revealing to study their comments along with their work and note the values that are reflected.

Perhaps social values are the most commonly mirrored values in the work of children of different locales. The writer noted that tensions existing in one community at a particular time had crept

Ivan Johnson, head, Arts Education Department, Florida State University, Tallahassee, prepared this article and compiled the symposium.

into the art of the children. In another school spiritual values seemed to be especially reflected in the choice of ideas and the way in which they were applied in art. The teachers in each instance were wisely refraining from evaluating the children by their products. They were observing the creative process for what it revealed about the children. These teachers were studying the art of their pupils in relation to the whole of the learning taking place in their classrooms. Their observations, if they had been intuitive or subjective, could have been misleading.

As a child reads a printed page or listens to a spoken word, he absorbs only as much as he can become identified with in terms of his own experiences and interests. In creative processes he is the center of action. The freedom with which he invents, discovers, and evaluates for himself is significant in knowing him. The way in which his art permits him to integrate his experiences and the values they form is unique in the curriculum.

Those who have studied the art of children of countries under communistic domination have noted the restraint with which they worked, the lack of individuality, and the obviously imposed values

of their society. The art of children in the democracies has spontaneity, a feeling of freedom and a wide comprehension of life about them. Only a permissive classroom atmosphere can encourage the child to appraise critically in an art media his community, his family and friends, or the problems he faces. The freedom and boldness of children's art indicates a healthy, growing organism.

The values attributed to art in the development of the child are no longer assumed values. As the needs of the growing child are examined, the implications of truly creative art are infinite. The active minds and bodies of growing children require resources for learning that are infinite. Art for children is not a series of products or a rigid sequence of defined activities. Art, like life itself, is constantly changing.

In our present culture, the development of such factors as mechanization, standardization, and mass mediums of communications—with their constant encroachment upon the freedom of the individual—has made increasingly necessary the expression of the free spirit of man and the reassertion of the dignity and integrity of the individual. This can be done through the arts.

What Do We Really Mean?

By THOMAS LARKIN

WHAT DO SUCH WORDS AND PHRASES AS *self-esteem, affection, belonging, opportunity for individual expression, a wide range of experiences*, and all the too familiar goals of education mean to us today? Have they any meaning or are

they hollow words from men in a wasteland of a confused, upset world? Are they new goals just for the sake of having new goals?

Some people wonder at the "emotional growth of a child" and balk at the idea that the immediate need of a child is important. When the curriculum is not geared to a long range role in the de-

Thomas Larkin is associate professor of art, Iowa State Teachers College, Cedar Falls.

velopment of a democratic society these people stand on very sound ground. We need to look to ourselves, as teachers, for a meaning that uses these immediate needs as guide posts leading to ultimate goals.

Today our present needs and past history are well understood. We can satisfy the needs of the moment, but are we making any move to solve a major problem of our times—to help the human being keep himself human in the face of mechanization in our world today?

This may seem to be a farfetched approach to the importance of art in the life of a child, yet I feel we must look at every action we take, every opportunity we offer, every interpretation we give to such words as growth and development in relation to the individual need of a human being at the moment, as well as the group and long term needs of society.

When our activities form a pattern that satisfies the needs of an individual in our mechanistic society, we may say our work shows promise. The fruit of this promise is a new faith in the worth of man.

The future of our society depends upon people individually finding a new faith. Somewhere in this spiritual and psychological area we will win or lose the battle of survival. Here is our only hope of continuing a democratic civilization. This faith cannot be imposed from above, the individual must choose it himself.

To choose, to organize, to evaluate, to know his freedom and responsibility by putting his ideas into effect is to act as a democratic citizen. Where in education can we find the best opportunity for this type of growth? When should this begin?

In art we have these valuable experiences at all times—the natural approach to creation is a democratic act.

It must start at the beginning and continue through all education. Art in the life of children has been very much concerned with the developmental aspects of child art. These aspects are the basis for the growth of an individual. Yet this fuller knowledge of the growth and development of a child does not indicate a set of absolute or fixed standards but a direction of change.

Imposition of any kind is bad in the light of our democratic beliefs. When any idea becomes the end-all, be-all of education regardless of its basic good values, we are imposing and laying the basic foundation for authoritarian thinking. When any imposition takes place we are not only imposing on an individual but also imposing on society. This can be forestalled by constant evaluation of immediate goals—the current need of the child in relation to the objectives of a democratic society. A major problem today is the spiritual-psychological integration of man in an industrial society.

We might compare two methods of approach. Both claim to develop democratic citizens. As we look at the methodology in these two cases, we may see where words become hollow devices. We can also see where the long and short goals of an educational program are being either furthered or overlooked. These first illustrations are taken from an elementary teacher's outline for art. *They indicate how we overlook these goals of good education yet use them verbally.*

Keep good illustrative materials before the pupils. Encourage freehand copying with some originality.

Really teach—show them how. Pupils are often dissatisfied with their own results. Give directions—step by step. In this way, pupils get good proportion.

As we can see, there is little room

The natural approach to creation is a democratic act.



for the individual growth and development of any pupil, in these ideas which were advocated for the first grade:

All work must be greatly simplified for lower grades. Avoid being too formal. Avoid the "no-teaching" theory. Draw, not too perfectly, for the pupils. Keep up with the slowest pupil. (Not the fastest one.)

We can see here the development of a basic form of coercion of the individual. Here we find a complete denial of the growing and developing child. The democratic ideal of the individual who has learned to choose, organize, and know his freedoms and responsibilities by putting into effect his ideas, is completely lost.

Here we see man make one more step toward his destruction as man and one more step toward his development as a

cog in a machine society. Here we see the beginning of a person who will soon be able to take orders in a completely unthinking way. This person would be a fine subject of any authoritarian state. When he has learned to lean on another for the solution of his problems, we can see how simple it will be for this individual to transfer this ideal to any leader who makes a show of strength.

We find it difficult to feel that a young child could grow up in our society in any other than a democratic way. Yet a person who is accustomed to finding his answers in short memorized forms is preparing himself to become a fit subject of an authoritarian state. In our time when the line is being drawn between the democratic individual and the authoritarian-led cog, when this is becoming not an

issue but a battle, the opportunity may be presented for these people to find a leader to feed them their necessary diet of predigested information. Today we cannot be too careful in the direction that our educational methods lead and shape the thinking habits of our youth.

Let us look at a set of precepts which may guide us in educating a democratic citizen.

Art for the child is a means of expression.

The child's world is not the same as the adult world.

A child will emphasize his experiences in proportion to the values rather than the proportion of the actual physical object.

Never let a child copy anything.

Art is a means of self-adjustment.

Work should be adjusted to the level of the child's ability to understand.

Subject matter is based on the experiences of the child and his surroundings.

The child should be allowed an opportunity to find his own way.

The child should have the opportunity to stop and start at his own volition.

Adult standards should not be imposed on children's ideals.

These suggestions suit the immediate need of the child and the long range goal of a democratic citizen. Here we see the opportunity for a person to grow toward independence and responsibility in his own thinking. Then we have a citizen able to adjust to this rapidly changing world who has the basic strengths to solve the many problems of his every day life.

This is the person whose emotional and developmental needs, whose needs as an individual have been respected in the schoolroom. This is an individual who can be sympathetic, understanding, cooperative in his relationships with other human beings—a basic prerequisite for an active citizen in our society. Only through a fuller understanding of general principles will we be assured of what is right in our day by day activities.

Seen with the Heart

By GRETA LAWRENCE

TODAY'S CHILD IS BUSY BUILDING TOMORROW'S WORLD! Art is his most indispensable tool! In art activities he exercises his senses, his emotions, his intellect, and his perceptive powers. In this process he sorts out his varied thoughts and feelings about his experiences and attempts to give them coherent form. This struggle is a highly educative process.

Parents should respect and encourage but never try to short cut these efforts which the child must put forth in defining

and ordering his thoughts. No matter how senseless or bewildering his art may seem, we must not be impatient for him to see with adult eyes and offer him patterns, color books, pictures—or other restrictive devices designed by adults—with the intention of hastening his development. These confuse and handicap him when he tries to express his own ideas; he distrusts his own thinking, becomes dependent, insecure, regressive.

A child, like a scientist, must learn by trying what materials can or cannot do. Creativity, self-expression, and the productive living of children is promoted

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by providing opportunities for experimenting and a place to work where the results may be proudly displayed. Here he can have art objects, pictures, and books suitable to his own age level, in a permissive atmosphere with freedom to handle, arrange and rearrange his belongings which gives him a sense of responsibility.

Experiences most necessary for a young child are:

Drawing—with large crayons or colored chalk (his own ideas, in his own way)

Painting—with tempera paints and long-handled bristle brushes (just for fun)

Finger painting—on slick paper (to watch the rhythm and feel the gooey texture)

Paper cutting—pasting, folding, curling, twisting (shaping paper forms)

Printing—designs with sticks, blocks,

or cut potato (to try out arrangements)

Constructing—objects of wood, spools, blocks, cardboard boxes, wire, string

Sawing—wood, also hammering nails into it (to get the feel of it)

Sewing—scraps of cloth, lace, ribbon, yarn, felt, beads, buttons, feathers

Weaving—and braiding yarn, cord, string, raffia, reed, grass, cornhusks

Modeling—with clay, plasticine, papier mache, dough (forms that can stand up)

The list of materials which stimulate creative thought and activity is endless once the child is awakened through the right approach. It is important for the child to enjoy what he does so he wants to return to it often. But, we must keep reminding ourselves, his chief concern is the process, the perfection of a product is an adult concept. Refined craftsmanship and skill will come only with experience and maturity.

What a Good Color Environment Can Do

By WILLIAM M. PENA

THE MEMBERSHIP OF THE FIRST THREE grades is comprised of *children*—not just small adults! Since reaction to color is subjective, we have a tendency to think of this environment in terms of ourselves or from the adult point of view. That's probably why some early-grade classrooms do not make sense to the youngsters. Children should be considered as the yardstick and the main reason for the creation of the color environment. If this is true, let's take a look at these children.

Young children are, psychologically,

closely tied with the security and warmth of the home. They are active, full of energy, and very inquisitive about their surroundings. They like bright, bold primary colors. They enjoy wearing these colors, and they use them most frequently in their art work. Their taste for soft and sophisticated colors has yet to be developed. This comes later as they grow older.

Good seeing conditions are important to these children. However, their program does not call for the long periods of concentrated attention to the visual tasks that will come in later grades.

The ideal color environment can be an interpretation of these emotional and

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physical needs. It can provide good feeling conditions and good seeing conditions for children.

Psychological value. This environment can contribute to the comfort and security of children by re-creating the warm, informal atmosphere of the home. It is entirely undesirable to throw these children into drab, colorless classrooms of the old institution type of building. We could expect no advantageous qualities under these conditions.

When the atmosphere surrounding the learning process is harmonious and attractive, then the entire process itself is stimulated and aided. Conversely, dull and dispiriting surroundings hinder, and sometimes manage almost completely to destroy, the interest and enjoyment of the children.

Aesthetic value. These children are learning how to live, not just from books, but from their environment as well. This environment, which is quietly having its effect on the impressionable children, can be artistically pleasant and can thereby help develop in them an appreciation of aesthetic values.

Social value. We have found that children take deep pride and interest, even in an old school building, when a new and stimulating color environment is introduced. Children restrain their destructiveness of school property when school pride is involved. The effect of color on cleanliness can be easily understood. A good color environment can improve the children's physical as well as their mental hygiene.

A color and light environment can foster visual comfort. However technically complex, there are methods by which color can cooperate with the lighting in the classroom to provide good seeing conditions. Ideal seeing conditions involve problems of light intensity, brightness contrast, light reflection fac-

tors of surfaces, and color. Then there are problems involving the physiology of the eye and those of the seeing sensation. Therefore, we find that the effect of light and color in the classroom touches almost every branch of science—physics, chemistry, physiology, psychology, and ophthalmology. Much research has been done along these fields to forward better seeing conditions in classrooms. In creating a color environment the danger lies in being guided by some of the scientific principles to an exaggerated degree at the total expense of others.

The good color environment can and should include those gay colors which appeal so much to children and which reflect so many of their own energetic qualities. Once the author worried about a new classroom with a red cabinet. According to the "books," the light reflection factor was not right, nor was the brightness contrast. There were even questions that the red might cause disciplinary problems in the classroom. The doubt was eliminated when the children poured into the room squealing delightedly that they had been assigned the "red room"! The children loved their room, and no disciplinary problems have come as a result of the color.

In the planning of a color environment, we must establish an equilibrium between art and science if we are to create the proper atmosphere for the school children. We cannot afford to go off the deep end of the "romantic" approach in an irresponsible manner, nor can we afford to follow all of the scientific principles when their soundness is often doubtful and their procedures conflicting. We must dip into our resources, much like a painter depends on his palette, if we are to create a healthy and friendly atmosphere for the children. In this way we will not find the artistic and scientific requirements incompatible.

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NEWS and REVIEWS

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

Darien Association for Childhood Education, Connecticut

Centre County Association for Childhood Education, Pennsylvania

Groups in other communities wishing to consider the organization of an ACE branch may secure copies of the *Manual for ACE Branches* and recent issues of the *ACEI Branch Exchange* from ACEI headquarters, 1200-15th St., N.W., Washington 5, D. C.

Life Member

ACEI welcomes Mrs. Katharine A. McClure, Ann Arbor, Michigan, as a life member of the Association.

Memorial to Miss Dobbs

Friends of Ella Victoria Dobbs, late professor of applied art in the University of Missouri, are planning to present a portrait of Miss Dobbs to the Division of Art Education of the University as a memorial to her service to education.

Former students, associates, and all those who wish to perpetuate the memory of Miss Dobbs may send contributions for the portrait to the chairman of the planning committee, Verna Wulfekammer, 325 Jesse Hall, Division of Art Education, University of Missouri, Columbia, Missouri.

New ACEI Bulletin

The independent work time is an important part of the child's day. Opportunities to make decisions, to think and act without assistance from adults are necessary to his learning and development. The new ACEI bulletin, *Children Can Work Independently*, offers just the help teachers and parents need in planning for independent work.

This 1952-53 ACEI membership service bulletin was mailed on November 1 to international members and to officers of branches. Others may order from the Association for Childhood Education International, 1200-15th St., N. W., Washington 5, D. C. Pp. 36. 75¢.

ASCD Meets in Cleveland

The Association for Supervision and Curriculum Development will hold its annual convention in Cleveland, Ohio, February 8-12. The theme is "Uniting Forces to Improve Education." There will be approximately seventy study groups relating to improving education. School visiting, general sessions, excursions, and an exhibit of instructional books and materials are features of this convention.

For information write to: Association for Supervision and Curriculum Development, NEA, 1201-16th St., N. W., Washington, D. C.

Meeting of County and Rural Area Superintendents

The seventh annual conference of County and Rural Area Superintendents met in New York in October. The four-day meeting was sponsored by the Division of County and Rural Area Superintendents of the National Education Association.

Resolutions brought before the conference were directed toward improving the educational program for seventeen million children who are enrolled in public schools in rural areas throughout the United States. Among the resolutions presented were:

That a drive to recruit elementary teachers be launched immediately. In areas where a surplus of high school teachers is available, such persons be encouraged to qualify themselves for elementary schools, especially in rural communities.

That steps be made toward reciprocity where state-line barriers handicap teachers in accepting positions in other states due to different educational requirements and retirement systems.

Conference speakers discussed many of the problems facing rural educators including the changing situation in which the county superintendent works.

Lois M. Clark, assistant director of the NEA Division of Rural Service, declared the schools could not be expected to teach democratic principles unless "the paternalistic pattern of authority they have inherited be discarded."

As a first step toward discarding obsolete

educational concepts, Miss Clark suggested that rural educators adopt "a system where teachers, pupils, and parents would have a part in making decisions."

The 1953 conference of this group will be held in Omaha, Nebraska.

Conference on Child Welfare

An International Study Conference on Child Welfare will be held in Bombay, India, December 5-12. This conference is called by the International Union for Child Welfare in cooperation with the Indian Council for Child Welfare.

Honorary presidents of the conference are: Countess Mounbatten of Burma, London
Leonard Mayo, New York
Arazo Alfaro, Buenos Aires.

The theme of the conference is "Child Welfare in Relation to Social Service and Raising the Standards of Living." Background material will deal with:

The physical care of the child in the family and essential knowledge for parents

Child development and basic principles of education in the home

The role of health workers and health services in relation to the education of parents

Contribution of educational services and organizations toward the education of parents and the improvement of child welfare.

Melvin Glasser of the Children's Bureau, FSA, Washington, D. C., is attending the conference and will represent ACEI.

The National Union for Child Welfare is a nongovernmental body that cooperates with the United Nations and several of its specialized agencies including UNESCO. Until four years ago the group was known as the Save the Children International Union. Headquarters are maintained in Geneva, Switzerland.

Television in the Villages of France

In the little village of Nogentel, fifty-six miles east of Paris, television was known only two years ago as one of those miracles of modern science. It belonged to a world far removed from the traditional life of the people. Now they gather several times a week to watch television programs in the little one-room school. They are proud of having started a movement for *collective viewing*

which has great significance for thousands of villages in many countries. Most of these people make their living as land laborers, small farmers, and wine growers.

The television clubs are guided mainly by primary school teachers. In France, adult education rests predominantly in the hands of these teachers who are well organized throughout the country. They spend a good deal of their after-school time in bringing cultural activities into the lives of people.

These groups are constructive critics for the improvement of broadcasts. They strongly objected to the broadcast of gangster films, with the result that these were finally omitted from French programs. The organizers realize that their movement can be really beneficial only if they are supported by special educational programs. Educators and French authorities are therefore planning to cooperate in the creation of such programs.

A National Federation of Education and Cultural Television is being organized in order to give support to this movement which is spreading wherever television can be received. The entire project is officially sponsored by the French League for Education. Their efforts may eventually help other countries find ways to make television a vital force for the improvement of education, the dissemination of knowledge, and the enjoyment of an expanding life of culture.

Froebel's Work Honored

In Frankfurt, Germany, during the week of June 18, Frederick Froebel's contribution to education was honored. The occasion was the one-hundredth anniversary of his death. The Pestalozzi-Froebel Organization of Western Germany sponsored the celebration.

At the invitation of Luise Besser, president, and Elfriede Ketzer, program chairman, the executive board of the Association for Childhood Education International appointed Clarice Wills, an ACEI life member, and author of *Living in the Kindergarten*, as the official representative of the Association at the celebration in Frankfurt. Mrs. Wills is living in Luxemburg during her husband's term of service there with the Army.

Murals depicting the development of the kindergarten in the United States, prepared by students in the School of Education, University of Pennsylvania, were sent to Frankfurt for exhibition during the meetings. These murals had previously been displayed at the 1952 ACEI study conference in Philadelphia.

ACEI Represented at International Centennial

By CLARICE WILLS

IT WAS THE MORNING OF TUESDAY, JUNE 18 in Frankfort on Main, Germany. The hotel buzzer signaled that Martha Schwartz, Cultural Officer for HICOG was waiting to escort us to the opening of the meeting honoring the Centennial of the death of Friedrich Froebel, founder of kindergartens. Entering Paulskirche (St. Paul's Cathedral), the setting for the inspirational meetings, we saw a silhouette of Froebel banked with flowers and greens. We were presented with a souvenir cube, cylinder, and sphere—symbols of Froebel's gifts.

In the few minutes before the opening, we circulated in the lobby and examined the exhibits which represented many countries. There were beautiful children's books in all languages. The furniture and equipment displayed were modern and portable—hollow blocks and solid blocks, assorted crayons, colored paper, and beautiful dolls. Any of these would be welcomed with open arms in any U.S. kindergarten. But, my German friend assured me, these are for the ideal kindergarten, and not many of us have such fine equipment. Sound familiar?

Yes, the United States had a fine exhibit of books and equipment besides the mural on Froebel's philosophy and practices in American education. This had been exhibited at the ACEI Conference in Philadelphia last April.

The auditorium was filled with experienced, white-haired educators with eager, young, rosy-cheeked beginners and with all gradations between. The participants sat and stood attentively drinking in every word of the long sessions. One heard no language except German. But for that single difference, we might have been at a conference at home. After a prayer, greetings and welcome by Elfriede Ketzer, whom many of her ACEI friends will remember, the sessions began.

Thursday afternoon was workshop time. The choice of sections was: education through group living; puppetry; rhythmic play; working with parents; music; children's literature; children and radio; program of films from different nations.

Saturday morning included time for reports from other countries. All were in Ger-

man except that of the United States, Italy, Great Britain, and France. Other countries represented were Luxembourg, Belgium, Austria, The Netherlands, Switzerland, Finland, Sweden, and Denmark.

It was thrilling to realize how much alike all the countries were in their concern for young children and for the improvement of kindergarten instruction. Many were considering making kindergartens compulsory—some already had. People from Austria and Switzerland passed around samples of their handbooks for kindergarten parents. Nearly all nations wanted more classrooms, better trained teachers, better salaries. One of the most impressive moments of the conference was when an unidentified representative from East Germany brought greetings from his fellow workers who were forbidden to attend the meeting. A moment of silence was observed for kindergarten workers behind the iron curtain.

Beside the daytime sessions, there was a dinner at the Germania Rowing Club on the Rhein. There was a program of song and dance at the Palmgarten, and there were tours of Frankfort on Main. The once-in-a-lifetime experience was an invitation to an official dinner with the Oberburgomeister of Frankfort on Main.

In order to resolve some of the discussions and problems of the large group (1500) the representatives of other countries were invited to join a small group of German educators at Haus Schwalbach in the beautiful Taunus Mountains. The estate formerly belonged to the Busch family of St. Louis but is now a youth center and leadership training school. In the singing circle, over black bread and coffee, in small groups in a garden, at demonstrations of music activity, wandering through the conservatory—everywhere people gathered there was the feeling of oneness. Problems were shared. Solutions were proposed by others who had faced the same problems. There was love and warmth in facial expressions when little children were mentioned. There was realistic concern for living in today's world. There was earnestness and drive in thinking through ways to bring the kindergarten experience and security to children.

Books for Children . . .

Editor, VERA PETERSEN

THE FIRST BOOK OF PRESIDENTS. By Harold Coy. Illustrated by Manning DeV. Lee. New York: Franklin Watts, Inc., 699 Madison Ave., 1952. Pp. 68. \$1.75. With all the discussion surrounding the presidential election and forthcoming inauguration, children are going to ask many questions that can be answered by putting into their hands or reading to them from *The First Book of Presidents*.

There is a very alive-looking drawing of each of our Presidents, and neatly arranged beside it on the page is concise information as to when and where he was born, his previous occupation, to whom and when married, the names of his children—if any, when he served as president, his party, the state from which he came, and when and where he died. A brief account giving the highlights of his life completes the page.

An opening section of the book gives information as to "Why we have a President," "Who can be President?" "How many electoral votes does your state have?" "Inauguration Day," "What does the job pay?" "The President's Cabinet," "The President's Household," "The President's social life," "The White House," and "Donkey and Elephant." It concludes with a section on "Famous First Ladies," "Presidential small-fry," and a fascinating section titled, "Did you know that—" of interesting customs and incidents regarding the Presidents. The book is indexed for reference use.

YOU AND YOUR AMAZING MIND. By John Lewellen. Illustrated by Winnie Fitch and Joe Phalen. Chicago: Children's Press, Inc., Jackson and Racine, 1952. Pp. 58. \$1.50.

Here is a book written especially for upper grade children, but with interest and appeal for any adult. It is a book with which all teachers of young children should be acquainted.

John Lewellen discusses with compellingly readable examples what Dr. William C. Menninger calls the "personality-environment" struggle. It is a wholesome book, ending on a positive note by reviewing those qualities that make for a mature individual.

A HOLE IS TO DIG. By Ruth Krauss. Illustrated by Maurice Sendak. New York: Harper, 47 E. 33rd St., 1952. Pp. 48. \$1.50.

Ruth Krauss has unerringly captured the language and idiom of four- and five-year-olds in her "first book of first definitions," *A Hole is to Dig*. Having quite properly ignored alphabetical order, she begins by defining "mashed potatoes," "a face," then "dogs"!

Great charm has been given to this cozy little book by the intriguing illustrations of Maurice Sendak. While one is perusing the book with young children and reading aloud, "Mud is to jump in and slide in and yell doodleedoodle . . . A principal is to take out splinters . . . Eyebrows are to go over your eyes . . . Dishes are to do . . . Cats are so you can have kittens," one's young listeners are also reading—reading the pictures!

Here is a book that will be important if it is used creatively. There is no doubt that it will amuse adults, but we ask more than that of a book for our children. Here is a book that is not a story book—yet it can set into motion the telling of many experiences which indeed are stories, to young tellers.

LOOKING-FOR-SOMETHING. By Ann Nolan Clark. Illustrated by Leo Politi. New York: Viking Press, 18 E. 48th St., 1952. Pp. 55. \$2.50.

In a story significant for its relaxing tempo, Ann Nolan Clark tells of the adventures of a stray burro in Ecuador. The story is rich with cadences.

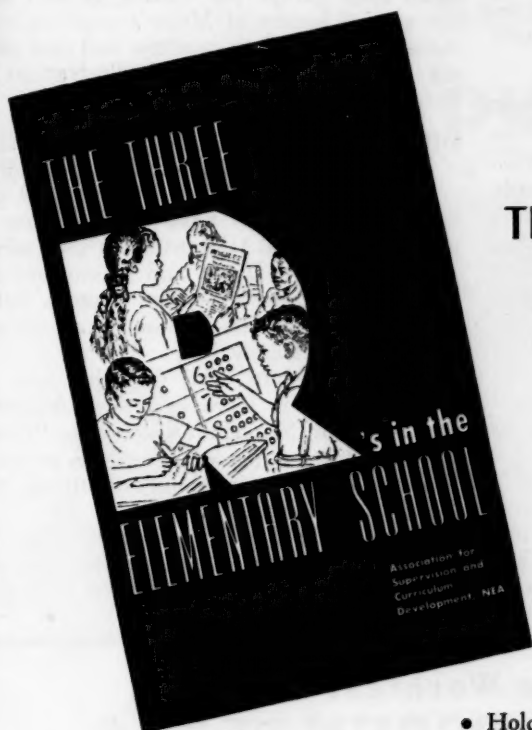
Little Gray Burro traveled on a river boat from where the bananas are grown to "the chocolate city" of Guayaquil, then to some gold mines, on to the President's Palace in Quito, next to the wild Indian country, and finally into the path of a little boy scarcely visible from under the load of cornstalks he was carrying. Offering to help the boy, Gray Burro discovers,

Oh! This is what I wanted.
To be some boy's burro
To belong to somebody.
This is the SOMETHING
that I have been looking for.

Leo Politi, who can paint and draw with such gay abandon those rambling, white-washed adobe dwellings with their red tile roofs, has well complemented the story. His gaily dressed Ecuadorians provide a fine contrast in both size and color to the mountains

(Continued on page 192)

ASCD Announces...



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Books for Children

(Continued from page 190)

—"blue bare mountains far away . . . brown mountains close by . . . mountains piled up and piled up and piled up higher and higher and higher."

ONE MORNING IN MAINE. By Robert McCloskey. Illustrated by the author. New York: Viking Press, 18 E. 48th St., 1952.

Pp. 64. \$2.50. Delightfully and generously illustrated with many double page spreads is Robert McCloskey's latest book, *One Morning in Maine*. Sal who gathered blueberries at two (*Blueberries for Sal*, Viking, 1948) is now six and heroine of a tale keyed around the exciting event of losing her first tooth. Now there is Jane, whose cone "is supposed to be vanilla, so the drips won't spot and you'd better push it together tight so it won't drop off," Sal dictates, "because she's still almost a baby and doesn't even have all her first teeth."

Here is a well-written story that moves along briskly. All of us look a long time before we find a new book so nearly perfect for primary grade children. This one, large

in size, is harmoniously printed with both text and illustrations in the same dark blue color. These illustrations, whether they be filled with the collected paraphernalia of a small town garage for repairs, or rich with the natural beauty of Maine's coastline—immense rocks, glorious conifers, and ever present gulls, these are indeed illustrations to pore over.

DINNY AND DANNY. By Louis Slobodkin.

Illustrated by the author. New York: Macmillan, 60 Fifth Ave., 1952. Pp. 30. \$2.

Louis Slobodkin has again extended one of his own whimsical tales with his own whimsical drawings! Dinny and Danny are not twins as their names might suggest, but a real honest-to-goodness dinosaur and his new found friend, Danny.

For those adults who find this tale too plausibly written, there is a most delightful preface by Mr. Slobodkin who begins, "Everyone should know this is not really a scientific book. The story is about something that might have been . . ."

This colorful book is chuckle bait for listeners from four, to readers of eight and nine. Children will ask for it again and again.

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Books for Teachers . . .

Editors, WINIFRED E. BAIN
and MARIE T. COTTER

TEACHING CHILDREN IN THE MIDDLE GRADES. By Alvina Treut Burrows. Boston: D. C. Heath and Co., 285 Columbus Ave., 1952. Pp. 280. \$3.75. This book was written to "present materials which will delineate, describe, and contribute to a better understanding of the period of middle childhood," approximately from ages eight through eleven. Its content covers the whole range of effective teaching and learning in the middle grades.

Realistic and specific in its approach, it is provocative and stimulating, and rich in convincing anecdotal illustrations. It should prove profitable to undergraduates and sharpen the insights of the experienced educator. The book would have justified its existence on the language arts sections alone. The detailed discussion on individualizing

the teaching of reading for all children, together with the proof that individual differences in reading require a developmental approach, rather than the usual remedial emphasis, could have far-reaching effects on the lives of children in the middle grades today.

In the reviewer's opinion, the inclusion of the unit on ancient Greece (which has persisted in some schools much as it was practiced in approximately the early twenties) cannot be squared with the author's concept of human growth and development and her awareness of education as a social process. Do not our young American children need to learn the democratic techniques of cooperative problem-solving through the study of real, personal, social problems in the here and now? A year of study of ancient Greece cannot be the answer.

Alvina Treut Burrows wrote the book out of her own highly successful experience in teaching children and teachers. It is a timely, important book, one that every creative educator will welcome.—Reviewed by MARTHA SEELING, *Wheelock College, Boston.*

MORAL AND SPIRITUAL VALUES IN EDUCATION. By William Clayton Bower. Lexington, Kentucky: University of Kentucky Press, 624 S. Limestone, 1952. Pp. 214. \$3.50. This book is a discussion of the much talked about issue of whether or not the public schools should assume any responsibility in the teaching of moral and spiritual values. It is also a description of the basic policies and significant findings of the first year in the experiment, "The Kentucky Program for the Discovery and Development of Moral and Spiritual Values in Education," which was initiated in 1946 by the State Department of Education. Dr. Bower assumes that the reader is familiar with modern psychology and educational theory.

The removal of sectarian religion from the public schools was a necessary and important step in education. However, the eventual neglect of the teaching of moral and spiritual values in the schools has brought results that major agencies of education view with concern, if not alarm.

The church reserves the right to teach its particular theological doctrines. The public school develops "moral and spiritual values as they occur in the relations and functions of the school community, the content of the curriculum and its guidance program."

New HEATH

Professional Books

Teaching Children in the Middle Grades

by Alvina Treut Burrows

This text is the first to cover the needs of children ages eight to eleven.

The Role of Elementary Education

by Baxter, Lewis, Cross

This text is a study of the factors that combine to produce an effective elementary school.

D. C. Heath and Company

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The problem is to help pupils experience in concrete situations by making and carrying through choices, values that are moral and spiritual in their nature; then from these specific decisions they build generalized attitudes toward all situations, which will result in a dependable pattern of behavior.

The most important contribution of the book may be the section that discusses how to find the values present in the community life of the school, curriculum, sports, as well as values that can be emphasized in the teaching of academic subjects. Much of the material in the counseling section will be recognized as commonly accepted ways of working with children wherever child development is considered.

The Kentucky Program is one that educators everywhere will want to follow with interest. Although it is too early to have verifiable results, the state's *Curriculum Guide* for elementary and secondary schools does contain the findings of the workshops and experimentation. Courses or workshops are being introduced into the tax-supported institutions of teacher-training.—Reviewed by RUTH E. CURRY, editor of children's publications, Division of Christian Education, Boston.

CREATIVE DRAMATICS IN HOME, SCHOOL AND COMMUNITY. By Ruth Lease and Geraldine Siks. New York: Harper, 49 E. 33rd St., 1952. Pp. 306. \$3.

In the Middle Ages when the priests wanted their people to realize the significance and beauty of the Bible, they developed the Passion Plays—a form of drama that lives in the church plays of today. Drama has always been an effective tool of those who wish to educate others. Nations recognize the importance of drama. Russia restricts Thornton Wilder's *Our Town*; Lynn Fontanne and Alfred Lunt took off the boards their production of *There Shall Be No Night* when Russia became our ally in World War II. The classroom teacher has used everything from those sometimes horrible health plays to wonderfully inspired dramatic experiences with beautiful literature. The dramatic "feel" is large in all of us. The problem of the good teacher is how to use dramatics well.

Ruth Lease and Geraldine Siks demonstrate in a clear and interesting style the values, the aims, the know-how of creative dramatics with children. Their work shows the authors' knowledge of the development of children plus

(Continued on page 196)



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Books for Teachers

(Continued from page 195)

their rich experience with children in dramatics.

It is not a book to borrow from the library, read and return, but one that every teacher of children should have on her desk if she does anything with dramatic play or creative dramatics—and what elementary teacher doesn't! There are suggestions for procedures, material, objectives, and possible outcomes. One can pick up the book and find a sentence or an experience that will inspire one to try again—to try something new.

All other things being equal, the teacher with the richest dramatic background will offer the greatest leadership and to this end there is an excellent classified bibliography included. Yet the teacher with little knowledge of dramatics will find that the book sets her free to work with the effective tools, dramatic play and creative dramatics.—Reviewed by BETTY BOBP, *Wheelock College, Boston.*



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SELF-EXPRESSION THROUGH ART. By Elizabeth Harrison. Peoria, Ill.: Chas. A. Bennett Co., Inc., 237 W. Monroe St., 1951.

Pp. 112. \$4. Busy teachers and inquiring parents and administrators can find here a well-defined and reasonably-based theory of self-expression through experiences with art materials implemented by specific and practical methods. Dr. Gaitskell's foreword explains the remarkable growth and acceptance of the new art education in the school curriculum which is well-documented by Elizabeth Harrison's concise and logical examples and illustrations of children's work.

The chapter on "How to Assess a Child's Picture" is invaluable for understanding and evaluating the child as well as the picture. The careful explanation of the part that natural design plays in children's pictures will be of great help to those who tend to see a picture only as a record of facts of what the child sees instead of what he feels and knows.

There are many detailed descriptions of processes for art activities for all grades during the school year which are intended for classroom teachers and could be helpful if the teachers used them with regard to their own situations. Some of these specific monthly suggestions, which range from kindergarten through grade eight, might be considered too dictated if judged in relation to the theory propounded in the introduction. They can be understood if considered as an administrative procedure in a large school system. The charming illustrations in color justifiably prove the success of the author's thesis.—Reviewed by GERTRUDE M. ABBIH, *Wheelock College, Boston.*

ART EDUCATION IN THE KINDERGARTEN. By Gaitskell, Charles and Margaret. Peoria, Ill.: Charles A. Bennett Co., Inc., 237 W. Monroe St., 1951. Pp. 40.

Kindergarten teachers can find help in this booklet for presenting art materials to children in a way that encourages them to "find in art a vocabulary broad and flexible enough for both personal expression and communication." In these specific experiences for the kindergarten Dr. Gaitskell has illustrated the theories presented in *Self-Expression Through Art* to which he wrote the foreword. Together, the Gaitskells present a logical and comprehensive study of motivation, guidance, and evaluation of the statements of young children which combine both charm and individual style.—Reviewed by GERTRUDE M. ABBIH.

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Films Seen and Liked...

ACEI Film Review Centers

DISCUSSION PROBLEMS IN HUMAN RELATIONS SERIES. *Produced by Young America, 18 E. 41 St., New York. 1951-1952. Black and white, \$45 each. 16 mm. Sound. 10 min. Intermediate and junior high.*

THE BULLY. Chick is a bully who terrorizes a group of younger boys. His idea of fun is to wreck the plans of his own classmates. The story shows how the class thwarts his plan, but invites him to join in the fun. Then it is up to Chick. The film breaks off at this point so class may continue discussion.

OTHER PEOPLE'S PROPERTY. Focuses on the problem of vandalism and respect for other people's property. Three boys engage in a prank that results in serious damage. Film ends as boys enter principal's office—their fate is unknown.

THE OTHER FELLOW'S FEELINGS. A boy teases a girl in his class so unmercifully that there is at last an emotional outburst. Film builds up to this climax—then cuts off with provocative questions for discussion.

CHEATING. John Taylor, a junior high school member of the student council, has come to place more and more dependence on his classmate, Mary Mathews, for assistance in completing his school assignments. One day John is caught receiving help during an examination. He is voted out of the student council. His friends treat him coldly and he has to face the fact that he is a cheat. Although dealing with a real problem, this film may be questioned from an educational point of view. Where are John's parents? The teacher's handling of the problem seems unwise. Does the fault lie in curriculum adjustment?

THE OUTSIDER. Susan Jane wants to belong to a group at her school but feels that she is rejected by them. The film concerns her inner feelings (vocalized by the narrator) and her uncertain contacts with members of the group. One of the girls senses her need, and invites her to a gang party. The film closes with a series of questions as Susan Jane leaves for the party. In this film the voices

seem quite provincial and acting seems somewhat "stagey."

These films with their unanswered questions at several spots throughout and at the end, plus the shared experience of the film, provide an excellent foundation for group discussion and guidance. Teacher's manual has many helpful suggestions.—*Great Lakes Film Review Center.*

TWO LITTLE RACCOONS. *Produced by Young America Films, Inc., 18 E. 41 St., New York. 1952. Black and white, \$45. 11 min. 16 mm. Sound. Primary.* Two raccoons, living in their natural habitat yet with voices dubbed in, have many adventures finally leading them into a farmhouse.

The pictures are excellent of the raccoon in his own setting. More characteristics about raccoons are needed. The type of voice used for the animals was poor and some people will question the advisability of having them speaking. — *North Atlantic Film Review Center.*

GEOGRAPHY OF AUSTRALIA. *Produced by Commonwealth Productions, Australia; distributed by Young America Films, Inc., 18 E. 41 St., New York. 1951. Black and white, \$45. 11 min. 16 mm. Sound.* Describes the physical geography of the country, its natural resources, and shows how the manner in which they have been used has determined the development of the nation.

This is a particularly good film which is recommended to be shown two or three times for best use of valuable material presented. — *North Atlantic Film Review Center.*

CREATIVE HANDS SERIES NUMBER 2. *Distributed by International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago. 1952. Margaret McCormack, consultant. Color, \$50 each; rental \$3. 16 mm. 6 min. Sound. College students and adults.*

BEGINNING OF PICTURE MAKING. Practical and stimulating. Shows work produced by children chiefly with tempera paint at the ages of 3 and 5 when skills are not yet mastered but creativity is great; at 6 when recognizable figures are introduced; and at 7 when in second grade and skills catch up with

Editor's note: Only films which have been reviewed by one of the Film Review Centers are listed. There may be other films in the series.

ideas. It is suggested that pictures at this age should not be graded but represent experience and enjoyment in terms of the individual child. Film could be used with primary children by turning off sound track and teacher supplying comments or getting comments from children.

PICTURE MAKING AT THE GANG AGE. Children of 10 and 11 in fifth and sixth grades are able with simple classroom equipment to make original and infinitely varied compositions close to their own interests and with real skill. This film shows a good way to organize a classroom for work and how to give some direction toward improvement without discouraging creativeness.—*Great Lakes Film Review Center.*

FEARS OF CHILDREN. *Produced by Mental Health Film Board; distributed by International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago. 1951. Milton Senn and Nina Ridenour, consultants. Black and white, \$115. 30 min. 16 mm. Sound. College and adult.* A five-year-old, whose mother is overly-protective and whose father expects him to behave like an adult, develops fears and tensions associated with his father. He tries to pull away from the solicitude of his mother. The film reveals some of the causes of his behavior, how the child's emotional development is affected, and also suggests some corrective measures.

The film is very well done and presents a powerful drama. This may cause parents undue concern if follow-up discussion does not have strong leadership or proper guidance. Many points are left open for discussion.—*Great Lakes Film Review Center.*

FAREWELL TO CHILDHOOD. *Produced by Mental Health Film Board; distributed by International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago. 1951. Black and white. \$85. 23 min. 16 mm. Sound. College and adult.* A teen-age girl and her parents fail to understand each other. Parents are concerned and resentful that the high school counselor has the girl's confidence. After the mother seeks the counselor's help the parents are able to channel their concern and affection more wisely. The beginning of improvement in the girl's behavior is shown.

This film should only be presented with skilled leadership to prevent parents from feeling overwhelmed by magnitude of prob-

Heard Everywhere

(Continued from page 163)

the manufacture of airplanes is one of the chief industries. School children from kindergarten through college are very air conscious. The elementary children can identify the different makes of planes from a great height in the sky. They talk about gasoline consumption for a take-off, safety measures in the plants, housing areas for defense workers, and many other such topics.

"In the schoolroom, they have assembly lines for group work; they are test pilots and navigators in their dramatic play. They talk about skilled labor and specialized tasks as it applies to their own work and play."

Hundreds of schools throughout the country are using similar methods. We hope the time is over when schools try to fit every child into a super-imposed pattern. Communities differ, children differ, situations differ—and so should school programs.

lem and their own inadequacy in dealing with children of this age.—*Great Lakes Film Review Center.*

THE HIGH WALL. *Distributed by McGraw-Hill Book Co., Text-Film Dept., 330 W. 42 St., New York. 1952. Black and white, \$90. 32 min. 16 mm. Sound. College and adults. Produced under the joint sponsorship of the Anti-Defamation League of B'nai B'rith, the State of Illinois Departments of Public Information and Mental Health, and the Columbia Foundation, San Francisco.* Two teen-age boys land in a hospital after one's gang crashed the other's party. A psychiatrist reconstructs the background of the aggressor—a narrow, restricted home, forced from childhood to obey rigid rules administered without love or understanding. The boy had been taught to hate any way of life that was different than his own. He had a real need to prove himself "superior."

This is an intelligent, dramatic presentation. It packs a powerful "wallop" to those who do not close their minds. But it does need skillful, sympathetic guidance for effective follow-up discussion and action.—*Great Lakes Film Review Center.*

Over the Editor's Desk

Time and Choices

Daisy Jones, director, elementary education, Richmond, Indiana, and member of the Editorial Board shared this memo with us. Maybe it is because we are feeling so rushed that it seems so appropriate, but I would like to share it with you.

"Time is like money. We have to budget it. The only difference is that with money we all have different amounts. But we all have just exactly the same amount of time. It is a matter of how we choose to spend it.

"The conscientious worker always has more to do than he can get done. The more capable he is, the fuller is his time. He is the one who sees more things he wants to do, and he is the one on whom people call when they need things done. So if your time is too full, just consider it a compliment on your ability and begin from there.

"Now as to where to begin! The wise person knows how much he can do and do the work justice. He budgets his time and makes wise choices. He knows he cannot do it all so he weighs values, and chooses the most important things. He does well that which he attempts, and has more judgment than to attempt that which he cannot do well.

"There are countless meetings, committees, projects, activities, extension courses, reports, programs, and such to take the time of the teacher, principal, or supervisor. To attempt to do them all will leave one frustrated with the feeling that he cannot keep up the pace and that nothing is well done. Weighing values and choosing wisely gets some things well done and divides the responsibilities among the various members of the staff. Any pressure one individual feels to do it all himself is self-pressure brought on by egotism or an overactive conscience.

"Check up on yourself. On how many committees have you worked this year? Is that too many? How many meetings have you attended in the last month? How many of them were social? How many were professional? How many were required? How many does it average per week? How many of them might better have been omitted? What do you have budgeted for your time for next week? Weigh values and judge the wisdom of the expenditure before you use your time.

"Here are some suggestions. Budget your time. Stick to your schedule. Avoid worrying about a thing for a week or two before it has to be done. Put first things first. Choose wisely, then abide by your decisions without regrets. Remember, it cannot all be done this year. Finish this extension course this year and do something else next year.

"Perhaps this statement of philosophy will help you to evaluate and plan."

This reminded me of one of my favorite articles "We Do What We Want To Do," by Winifred Bain. (*CHILDHOOD EDUCATION*, Vol. 24, December, 1947, Pp. 155-157.) It is really worth reading again and again.

Definitions While visiting in a first grade in Arlington County, Virginia, I heard a discussion of a small reading group. The children were enjoying a story in a primer and someone used the term "gravity" in connection with a picture.

A little boy said, "I know what gravity is. It is in the air."

"Can you see it?" asked the teacher.

"No, that's just it . . ." said the child.

At that moment another child jumped into the conversation, "It's everywhere just like God."

Introducing A New "Books for Children" Editor

With this December issue, Vera Petersen, Wisconsin State Teachers College, Milwaukee, makes her debut as editor of "Books for Children." Miss Petersen has always had a special place in her heart for books for children. This has been evidenced by her work in children's literature at Teachers College, Columbia University, New York.

We owe a vote of thanks for the excellent work Leland B. Jacobs has done as editor for the last two- and one-third years. The children's book editor also assumes the revision of the *Bibliography of Books for Children*. In order to have the latest books in the new edition (it should be ready by the first of December) Mr. Jacobs agreed to write the reviews for the first three months of this year.

Congratulations Go To—

McCall's Magazine for the articles by John Bainbridge: "Save Our Schools," (September) and "Danger's Ahead in the Public Schools" (October).